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THE

NUMBER.

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My Pedagogic Creed. VII.

W. N. Hailmann,

U. S. Commissioner of Indian Education.

In matters of education, I am afraid of creeds. Creeds are apt to array men in hostile groups, each bent on the maintenance of its creed, instead of toiling jointly with others in the search for more light and better ways. Creeds are apt to hinder rather than to help progress, which is the very essence and purpose of education. As authoritative statements of doctrine, creeds are of little value in any art, and educational practice, as an art, loses in effectiveness in the measure in which it is subjected to fixed doctrine. As embodiments of more or less connected statements of opinion on matters of educational theory and practice, creeds are, if possible, even more hurtful. They are apt to be either too vague to afford real guidance in practical work, or so specific as to force the practical work into channels of routine, which is always hostile to development.

Yet, earnest and thoughtful workers in the educational field will of necessity reach certain more or less general views concerning the various phases of their work, certain more or less distinct points of theory which may, at least temporarily, assume the force of convictions and of more or less serviceable criteria of practice. In this sense, I have an educational creed which reads somewhat as follows:

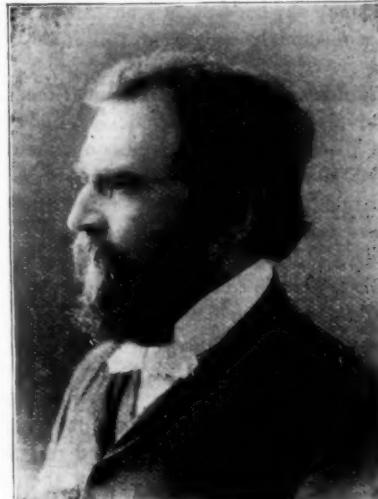
In the first place, as to child and man, I see in man the only living being, capable of conscious individual, social, racial, and universal development,—the only living being that can gain an insight into the purpose and tendency of the evolutionary process and deliberately make of himself the chief factor in this process.

I see the child and man, primarily, in his development under the physical law of growth, finding impulse and guidance in instinct and heredity, his life-activities absorbent and aiming at self-establishment and self-preservation. I see him, in another phase of development, under the psychical law of conscious self-direction, finding impulse and guidance in experience, in social union and history, his life-activities productive and leading to the arts of commerce and of the industries, aiming at self-expansion. I see him, in the last and highest phase of his development, placing himself freely and joyously under the moral law of love, finding impulse and guidance in inspiration and insight, his life-

activities becoming truly creative, his soul finding expression in art and in deeds of charity and devotion.

The ultimate aim of education I find in the liberation of the child and of man from the blind forces of instinct and heredity, giving him conscious control of his powers and environment, placing him in possession of the achievements of humanity and of the ideals of humanity, and leading him to an adequate appreciation of his responsibility with reference to the progressive achievement of these ideals.

The proximate aim of education, I take it, is to make the child, within himself, strong and self-reliant; in his experience, sensible and thorough; in his work, cheerful and earnest; in his attitude towards others, sympathetic and helpful; in short, to lead him to individual, social, and universal efficiency.



Dr. W. N. HAILMANN.

As to the mutual attitude of teacher and pupil, I see the teacher, successively, as guardian, guide, exemplar, leader, friend, companion; and the child, respectively, implicitly obedient, intelligently following, reverently and affectionately imitating, loyally co-operating, sympathetically appreciative, in devoted co-ordination with reference to the common end.

As to criteria of method, I hold that every full educational measure should stimulate into self-active life the entire being of the child in harmony with benevolent purpose. Whatever stimulus comes to the child should enlist spontaneous interest, invite spontaneous thought, call forth spontaneous purpose, and lead to spontaneous achievement. The mental act, in its entirety, begins with interest and ends in achievement; the key-note of its harmony is its purpose; and this should be benevolent, should tend from individual to social, from social to universal ends.

This is equivalent to the demand that instruction should rest upon the child's personal experience and should lead, through thought, to corresponding achievement or action. In this, it will be noticed, thought has a double part to play. On the side of experience, thought is apperceptive and results in knowledge or apperceptive ideas; on the side of achievement, thought is introceptive and results in purpose or introceptive ideas.

It is equivalent, also, to the demand that instruction should, like spontaneous mental life, proceed from analysis to synthesis. The beginning of analysis is in experience, and synthesis finds its only legitimate end in achievement. Both analysis and synthesis take place in thought, furnishing guidance and substance to the will. The will itself is the center of life; it appears as active resistance in experience, as active assimilation in thought, as active control in achievement.

I see that with expanding thought, the vital force of one isolated individual becomes inadequate for the purposes of complete life, that social union in purpose and action, as well as sympathy in experience and thought, become indispensable. This leads in life to a significant division of interests. Deliberate experience through experiment, becomes the task of one; the formulation of law and the construction of theory, the task of another; invention and leadership in purpose, the task of a third; final achievement of purpose, the task of a fourth, who may have, and usually has, many associates. Yet all are consciously united in the same complete mental act.

The chief defect of the schools of our time is to be found in the disregard of these social requirements in the work of instruction, and in the consequent neglect of the child's social attitude. The work of the school should be carried on with constant reference to these social requirements, systematically stimulating the child to interest himself in common purpose, to find his place with reference to its achievement and to devote himself to its achievement under the undivided guidance of spontaneous good will.

In thought development on the side of knowledge method should begin with perception, which deals with things and phenomena; it should, subsequently appeal to reason, which is concerned with ideas and relations, and furnish insight which refers to ideals and their realizations.

In the liberation of the will, method should begin with the stimulation of the will in interest, should carefully guard attention in which the will becomes conscious of its object, and establish aspiration which is indeed the liberated will, controlling life in the service of elevated ideals.

With reference to the achievement-side of development, educational method should begin with play and lead the child gradually to productive and creative work. This implies a gradual transition in the chief stimulus of the activity, from a sense of mere pleasure to a sense of duty and to the joy that attends its faithful performance.

In his efforts to provide stimulation, material, and scope for the self-active development of the child, the means at the disposal of the educator are environment and instruction. Environment consists of things and relations, of events and phenomena; it appeals primarily and predominantly to analytic and inductive pro-

cesses; it yields experience and personal knowledge, establishes apperceptive centers for the purposes of instruction. Instruction appeals primarily and predominantly to synthetic and deductive processes; it transmits on the basis of the pupil's personal experience the experience of the race; it imparts the conventionalities of institutional life; it guards and directs purpose, and furnishes encouragement and assistance in achievement.

Deliberate education should adjust environment with reference to the child's scope and power and with a view of securing for him complete life on his own plane of appreciation and achievement. It should eliminate excessive, and thereby weakening, hindrances and temptations without, however, excluding legitimate hardships that stimulate persistence and ample opportunities to choose the relatively true and right. In the stimulation and direction of effort, in the resistance of temptation and overcoming of difficulties, and in the recognition of the relatively true and right, instruction is invaluable and indispensable.

Artificial incentives that lie outside the legitimate purposes of the mental acts involved, and punishments that appeal to relatively low motives, and thereby retard and arrest development, are symptoms of ignorance, weaknesses of temper, or lack of benevolence on the part of the educator.

W. N. Chalmers

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Declaration of Independence; Constitution of the United States; Hamilton, Madison and Jay's Federalist; Washington's Farewell Address; Webster's Great Speeches; Lincoln's Gettysburg and Second Inaugural Addresses.

HISTORY AND BIOGRAPHY.

Franklin's Autobiography; Irving's Washington; Bancroft's History of the United States; Parkman's La Salle and the Great West; Montcalm and Wolfe.

Prescott's Ferdinand and Isabella; Conquest of Mexico.

Motley's Rise of the Dutch Republic, and History of the United Netherlands.

ESSAYS AND CRITICISMS.

Irving's Sketch-Book; Bracebridge Hall. Emerson's Essays; Society and Solitude. Lowell's Among My Books; My Study Window. Holmes' Autocrat of the Breakfast Table. Stedman's Nature and Elements of Poetry. Ticknor's History of Spanish Literature.

TRAVEL AND DESCRIPTION.

Irving's Crayon Miscellany.

Longfellow's Outre-Mer.

Emerson's English Traits.

Hawthorne's Our Old Home.

Thoreau's Walden; Cape Cod.

Lowell's Fireside Travels.

POETRY.

Drake's Culprit Fay.

Halleck's Marco Bozarris; Death of J. R. Drake.

Bryant's Thanatopsis; To a Waterfowl; Monument Mountain; Forest Hymn; The Fringed Gentian; Planting the Apple Tree; The Flood of Years; The 22d of February.

Longfellow's Voices of the Night; Evangeline; Tales of a Wayside Inn; Morituri Salutamus; Woods in Winter; Resignation; The Rainy Day; The Children's Hour; A Gleam of Sunshine; The Day is Done; Something Left Undone; Excelsior; The Bells of Lynn; The Building of the Ship; The Ladder of St. Augustine; The Arrow and the Song; The Chamber over the Gate; Victor and Vanquished.

Poe's Poems entire.

Emerson's Poems entire.

Lowell's Vision of Sir Launfal; Biglow Papers; Commemoration Ode; After the Burial; The Miner; The First Snow Fall; Auf Wiedersehen.

Whittier's Snow Bound; Maud Muller; Barbara Frietchie; Skipper Ireson's Ride; In School Days; Laus Deo, Farewell of a Virginia Slave Mother; The Pipes at Lucknow; The Dead Ship of Harpswell; My Psalm; Saint Gregory's Guest.

Holmes' The Last Leaf; The Chambered Nautilus; Old Ironsides; The Deacon's Masterpiece; Aestivation; Questions and Answers; The Boys; A Sunday Hymn; A Hymn of Trust; The Voiceless; Homesick in Heaven.

FICTION.

Irving's Tales of a Traveler; The Alhambra.

Cooper's Deerslayer; Last of the Mohicans; Pathfinder; Pioneers; Prairie; Pilot; Spy.

Poe's Ligeia; Fall of the House of Usher; The Gold Bug; The Black Cat; Pit and the Pendulum; Facts in the Case of M. Valdemar; Mystery of Marie Roget; Murders in the Rue Morgue; Hop Frog; Adventures of Hans Pfaal; Dr. Tarr and Prof. Fether.

Hawthorne's Twice Told Tales; Mosses from an Old Manse; Tanglewood Tales; The Wonder Book; The Scarlet Letter; The House of Seven Gables; The Marble Faun.

Mrs. Stowe's Uncle Tom's Cabin; Sam Lawson's Old Town Fire Side Stories.

The student should make a memoranda of the date when each book was taken up and his conclusions concerning the author. The attempt should be to obtain an insight of the author's method and not merely to see how the story turns out; in many senses this is of little importance. The way the author puts things; his choice of words; the sentential structure and the development of his theme are the points to be studied.



A Course of Study for Eight Years.

The course of study of which the following is a part, is based on that most valuable Course of Studies for Elementary Schools prepared under the direction of the Massachusetts board of education.

The plan proposed is this: to select from each study in each year of the course ten leading directions. These are given in fine print; and are followed in a coarser print by suggestions of a practical character. So that a teacher who follows the course will find a vast amount of most helpful directions to aid him to reach those attainments the course demands on behalf of the pupils.

The fine print is thus a compend of the work to be done during the eight years; the suggestions are an expansion of this compend.

The course extends over eight years; four of these are primary years; four are advanced primary, commonly called grammar school.

The first part, Language, of which this is a continuation, appeared in THE SCHOOL JOURNAL of November 14.

2. Reading.

- 1.—1. Teach a vocabulary of 20 to 25 words.
2. Teach a vocabulary of 20 to 25 words more.
3. Teach a vocabulary of 50 to 80 words more.
4. Teach a vocabulary of 50 to 80 words more.
5. Teach a vocabulary of 50 to 80 words more.
6. Use primer or first reader (use several).
7. Teach new words objectively, use in original sentences, use script.
8. Teach emphasis.
9. Correlate reading with other studies.
10. Eradicate faults in pronunciation, articulation, etc.
11. Train to read in first reader. 12 & 13. see 7.
14. Secure thought-getting silent reading.
15. Train in first part of second reader.
16. Train to understand before expression is attempted.
17. Train to reproduce the information in the lesson. 18. see 9.
19. Give phonic drill for pure tones.
20. Observe and correct individual faults. See 10.
21. Teach use of second readers and easy third readers.
22. Teach new words (on black-board) before reading. See 7.
23. Use other studies to obtain reading material. 24. see 14.
25. Stimulate to rapid reading.
26. Secure and oversee reading outside of class reading.
27. Use the library. 28. see 17.
28. Require pupils to reproduce substance of what is read.
29. Have brief talks about lesson.
30. Have pupils read their compositions.
31. Train to read third grade readers.
32. Train in spelling and phonics.
33. See 7; 34. see 25; 35. see 9
36. see 30; 37. see 26.
38. Train in use of dictionary.
39. Plan to have classics, fables, and fairy tales read.
40. Plan to have one pupil read an entire selection.
41. Read in third and fourth readers. 42. see 26.
42. Have much appropriate supplementary reading.
43. Encourage proper pupil criticism.
44. Teach how to find emphatic words.
45. Teach some rules for emphasis.
46. Use fourth reader. 47. see 26.
48. Plan for collateral reading.
49. Call attention to figurative language.

50. Plan for a general study of lessons read.
 51. Plan also for a study of the details.
 52. Teach to read impressively.
 53. See 17.
 54. Promote silent reading for logical talking.
 55. Train to understand and express what is read.
 7.—56. Fourth and fifth readers.
 57. Have entire books read.
 58. Require analysis of reading.

59. Train the voice.
 60. Study the vocal elements.
 61. Pieces read and recited to train sentiments and emotions. 62, see 14.
 26.
 62. Plan for the silent reading.
 63. Have oral and written reviews of books read.
 64. Take note of authors' birthdays.
 65. The reading to be mainly individual.
 8.—The same directions as in seventh year.

Suggestions.

FIRST YEAR.

1, 2, 3, 4, 5. The vocabulary of the first year should consist of 200 or 300 words taught from objects and read in simple sentences. Spend 20 weeks (half of the school year) in this work. Take from 40 to 50 words during the first two months and from 50 to 80 words during each of the following three months.

6. Use a primer or First Reader, reading such lessons only as contain simple sentences that may be read at sight. Several readers will be needed; the reading should be fresh and new for every recitation; the selections should not be read over and over.

7. Before the lesson new words should be taught objectively and written in script on the blackboard. Suppose it to be *mouse*; a picture will be shown; the name given orally; then in writing. When they can name the word, cover it and ask to name the letters (spell); if they cannot, uncover and let them name the letters. Then ask the pupil to use the word in a sentence. When all the new words are readily recognized the pupil is ready to read.

Reading in turn is not advisable. When a pupil has looked through the paragraph and is ready let him raise his hand. (a) Aim to have the pupil read as if talking to some one. (b) Most of the faults arise from not understanding; teach to understand, not to imitate. (c) The continuity of the reading is not to be broken by prompting or by correcting errors.

8. Require emphasis to be placed on the different words in turn and call attention to the different meanings. Discuss the meaning constantly.

9. The reading in the book will not be all the reading done the first year. The teacher will bring in objects, as an apple, and write on the blackboard: The apple is red. In number she will write: Two boys and two boys are four boys, etc. Reading will be correlated (grow out of) all the subjects; this will usually appear on the blackboard; in some schools the teacher has printed on a typewriter sentences composed by the pupils.

If several First Readers are used read the first half of all of them before completing any. If the class is large teach it in groups of ten or less.

10. There will be individual faults of pronunciation, articulation, enunciation, force, and quality, etc.; these must be removed in kind ways. Teach to spell words by their sounds for vocal training.

SECOND YEAR.

11. There will be readiness in reading in a First Reader.

12. Note Sug. 7. Let no pupil read aloud till he has the full thought; let the reading be an expression of his thought; let him close the book and say the sentence.

13. By using the new words in sentences of his own making he will get the thought.

14. Aim to have the work in the class, teach him in his silent reading to get the thought. If he has this he will not hesitate in his oral reading.

15. When the First Readers are completed introduce the first lessons of an easy Second Reader. Note suggestions relating to spelling, etc.

16. There must be understanding before expression; the constant question must be, Do they understand? not, can they speak the word? There will be much rapid and neat writing by the teacher on the board, and questioning in an orderly manner concerning the new words.

The books should be given the pupils at each exercise and taken away at the close.

17. At the close of the lesson require one or more pupils to reproduce the substance of the lesson from memory.

18. Let the pupils originate sentences, the teacher write them, and the pupils read them. The correlation referred to in Sug. 9 will be continued.

19. Phonic drill, steadily followed, will give pure tones and distinct utterance.

20. See Sug. 10, relative to individual faults. The readers should be supplemented by a good and varied collection of books; the readers will contain but a small part of the reading that should be done during the second year.

THIRD YEAR.

21, 22. Use several Second and one or more easy Third Readers. Note Sug. 7, as to new words.

23, 24. As the pupils will have learned to write, what they write on biography, etc., may be used for reading lessons. See Sug. 14.

25. They must learn to perform silent reading rapidly; that is, they must acquire this art like all arts, skating, for example, by much practice. If they can only read slowly they dislike it.

26. The pupils should do a great deal of reading; there must be a supply of interesting books for this grade; the teacher should be familiar with these books and talk about them and stimulate the reading of them.

27. The teacher should know what they read; if there is a public library he should make out a list of books with titles and numbers and encourage the reading of them.

28. See Sug. 17. Let each pupil read to the class, it being arranged in a semicircle.

29. There will be talks about the lesson; they read in good part to form opinions.

30. The reading of their compositions will give practice in expressing thought, first in writing, second orally.

FOURTH YEAR.

31. Third Readers and appropriate supplementary books will form the material for this year.

32. Besides reading there will be training in spelling and phonics.

33. See Sug. 7; 34. See Sug. 25; 35. See Sug. 9; 36. See Sug. 30;

37. See Sug. 26.

38. Begin to train the pupils in the right use of the dictionary.

39. English classics, fables, and fairy tales should be read in the class as well as at home.

40. Each pupil should read in class an entire selection instead of a single paragraph; this gives power of continuous reading in an interesting manner and creates a love for reading; these selections may be of their own choice from outside sources.

FIFTH YEAR.

41. The last half of Third Readers with a Fourth Reader will be used for this grade. 42. See Sug. 26.

43. Pupils should criticise the reading, pointing out some essential excellence or defect relating to distinctness, fluency, quality for a pitch expression; etc. Unimportant mistakes should be passed by. The general rule is not to correct the pupil while reading and not to prompt him.

44. The pupil should be taught how to find the words requiring special emphasis.

45. Teach some rules for emphasis.

DECEMBER.

FIRST WEEK.



*The North wind doth blow,
and we shall have snow."
The sheep and lambs are
glad to go to the fold.
How they huddle together.
See them follow the shepherd.
He is kind and they trust him.
Sheep are gentle creatures.
From their soft coat our warm
clothing is made.*

Minature reproduction of Miss Mary E. Tooke's reading charts for first year's work. By courtesy of the publishers, Messrs. Williams & Rogers, Rochester & Chicago. See also charts on pp. 686 and 691.

SIXTH YEAR.

46. The Fourth Reader will be appropriate, supplemented by well selected English classics; the latter must be such as can be easily read.

47. See Sug. 26 and apply here.

48. There should be much collateral reading; for example in nature study, history, geography, current events, etc., for the latter *OUR TIMES* will be found indispensable.

49. Call attention to the figurative language employed and teach the pupils to use it in their composition; it will exercise the imagination and cultivate the taste.

50. The pupils should be taught to study the selections, (1) as to the general purpose of the writer, (2) as to the details or method of procedure.

51. The pupils should be taught to study (1) the selection so as to get the historical, biographical, and geographical references, the figurative language, etc.

52. They should be taught to read impressively.

53. They should be able now (Sug. 51) to rise and state the substance, and aim of the author; the reference employed, etc., without questions.

54. A right study (Sug. 51) prepares them for logical talking.

55. A right prepares for good oral reading while, also it is the best possible training to understand and express what is read thereafter.

SEVENTH YEAR.

56. A Fourth Reader will be employed; preceding suggestions apply.

57. Entire books will be read by the pupil.

58. Analysis will be made and discussions had and criticisms of characters and events encouraged.

59-60. There should be systematic training of the voices; a work on vocal culture will be used.

61. Pieces will be selected to be read or recited to train the sentiments or feelings. Brief passages from readers should be recited for drill purposes.

62. The supplementary reading should be expanded and much of it done at home. See previous suggestions 14, 26. The aim should be to cultivate a literary taste.

63. There will be oral and written reviews of books read.

64. Note should be taken of authors' birthdays, and selections from their writings read. See *TEACHERS' INSTITUTE* and *SCHOOL JOURNAL* for selections.

65. The reading now will have become individual rather than in class; for example, a pupil will make a selection and present it in his best style, the teacher "drilling" him to do this impressively.

EIGHTH YEAR.

The suggestions for the seventh year will apply to the eighth year; a fifth reader will be used.



Christmas Lullaby.

A MOTION SONG.

By ALICE E. ALLEN.

Music: "Silent Night."

Hushaby, hushaby,
Christmas stars are in the sky; (1)
Sweet the bells of Christmas Eve,—
Babies, each a kiss receive,—(2)

Hushaby, good night,
Hushaby, good night! (3)

Lullaby, lullaby,
Babies in their cradles lie; (4)
Every one in white is gowned,
Hush, make not a single sound! (5)

Lullaby, good night,
Lullaby, good night! (6)

Rockaby, rockaby,
Christmas-tide draweth nigh; (7)
Quiet now the tiny feet,
Babies sleep so still and sweet,—

Sweetest dreams, good night, (8)
Sweetest dreams, good night! (9)

MOTIONS FOR CHRISTMAS LULLABY.

(Children seated in little rocking-chairs, each holding doll dressed in long white gown. Rocking slowly in time to music. At first "hushaby," raise forefinger of right hand, as if to ensure silence.)

(2) Kiss dolls.

(3) Very softly.

(4) Lay dolls in small cradles, standing near.

(5) At "hush" raise forefinger of right hand warningly.

(6) Very softly.

(7) Rock cradles slowly in time to music, children kneeling on floor.

(8) Turn toward audience.

(9) Very softly.—(Curtain.)

The Two Little Stockings.

Two little stockings hung side by side,
Close to the fireplace, broad and wide.

"Two?" said Saint Nick, as down he came,

Loaded with toys and many a game,

"Ho! Ho!" said he, with a laugh of fun,

"I'll have no cheating, my pretty one;

"I know who dwells in this house, my dear:

"There is only one little girl lives here."

So he crept up close to the chimney-place

And measured a sock with a sober face.

Just then a wee little note fell out,

And fluttered low like a bird about.

"Aha! what's this?" said he in surprise;

And he pushed his specs up close to his eyes,

And read the address, in a child's rough plan.

"Dear Saint Nicholas," so it began,

"The other stocking you see on the wall

"Is hung for a child, named Clara Hall,

"She is a poor little girl, but very good,

"So I thought, perhaps, you kindly would

"Fill her stockings, too, to-night,

Like Small Curled Feathers Soft and White.

Like small curled feathers soft and white,

The little clouds went by,

Across the moon and past the stars,

And down the western sky.

In upland pastures where the grass

With frosted dew was white,

Like snowy clouds the white sheep lay

That first, best Christmas night.

The shepherds slept; and glimmering faint

With mist of thin blue smoke,

Only their fire's crackling flames,

The tender silence broke,

Save when a young lamb raised his head,

Or when the night-wind blew,

A nesting bird would softly stir,

Where dusky olives grew.

With finger on her solemn lip

Night hush'd the shadowy earth;

And only stars and angels saw

The little Saviour's birth.

Then came such flash of silver light

Across the bending skies,

The wondering shepherds woke, and hid

Their frightened, dazzled eyes.

And all their gentle, sleepy flock

Look'd up and slept again,

Nor knew the light that dimmed the stars

Brought endless peace to men;

Nor even heard the gracious words

That down the ages ring,

"The Christ is born, the Lord has come,

Good-will on earth to bring!"

Then o'er the moonlit misty fields,

Dumb with the world's great joy,

The shepherds sought the white walled town

Where lay the Baby Boy;

And oh, the gladness of the world,

The glory of the skies,

Because the long'd for Christ looked up,

In Mary's happy eyes.

—Margaret Deland.

So Very Queer.

(To be read in connection with what is taught of children in India.)

I think it is so very queer

That when we little children here

Are fast asleep—each curly head

Tucked snugly in his downy bed—

Some children living far away

Are up and out-of-doors at play.

And then, my teacher says the sun,

When all his shining here is done,

Goes down to China and Japan

To shine as brightly as he can.

So when I lie down to my rest

The little Japs are being dressed,

And when at morn my prayers are said

The Chinese girls are going to bed.

But oh, it seems to me so queer,

They do not do as we do here!

—Zitella Cooke.

Teaching Reading.

(A Method for Occasional Use.)



ART of the reading exercises, perhaps one exercise in four, should be of the intensive kind.

In this kind of reading the child is asked to explain words, passages, synonyms, allusions; to picture the entire thought, to make the thought of the author as far as possible his thought.

This kind of reading is closely allied to what we call in the highest grades the study of a masterpiece. For example, we may use the first two stanzas of Bryant's "Planting of the Apple Tree."

I.

"Come, let us plant the apple tree.
Cleave the tough greensward with the spade,
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mold with kindly care,
And press it o'er them tenderly,
As round the sleeping infant's feet
We softly fold the cradle sheet;
So plant we the apple tree."

II.

"What plant we in this apple tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;
We plant upon the sunny lea
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple tree."

It is suggested that the class read the entire poem, in order that the pupils may enter into the spirit of it; that they may understand it in its entirety; that they may get the swing of it, so to speak; that they may become interested in it as a whole.

After this is done such intensive study as the following may be taken up: With what proposal does the first stanza open? State the successive acts to be performed. Meaning of *cleave*? Why is the word *tough* used here? Meaning of *hollow bed*? *O'er* is the contraction of what? What do you think of the picture or figure "*As round the sleeping infant's feet*," etc.? (Designed to teach the children the beauty of the language used.) What is the first line of the second stanza? Repeat in their order the things mentioned in the answer. Meaning of *breath of summer days*? Significance of the word *breath* as applied to summer days?

Meaning of *leafy sprays*? Meaning of *lea*? Why *noontide* hour rather than any other hour? Note the contrast between the idea of *shadow* and *shelter*, etc., etc.

These questions are only suggestive; it is quite probable that the teacher may think of other and better ones.

Or, take the following from Burroughs' "Essay on the Apple": "The apple is the commonest and yet the most varied and beautiful of fruits. A dish of them is as becoming to the center table in winter as was the vase of flowers in the summer—a bouquet of spitzenbergs and greenings and northern spies. A rose when it blooms, the apple is a rose when it ripens. It pleases every sense to which it can be addressed, the touch, the smell, the sight, the taste, and when it falls in the still October days it pleases the ear. It is a call to a banquet, it is a signal that the feast is ready. The bough would fain hold it, but it can now assert its independence; it can now live a life of its own.

"Daily the stem relaxes its hold, till finally it lets go completely, and down comes the painted sphere with a mellow thump to the earth, toward which it has been nodding so long. It bounds away to seek its bed, to hide under a leaf, or in a tuft of grass.

It will now take time to meditate and ripen. What delicious thoughts it has there, nestled with its fellows under the fence, turning acid into sugar, and sugar into wine!"

First paragraph. Meaning of *commonest*; meaning and significance of *varied*? Why does the author use the term *bouquet* in the second sentence? Can you see or picture such a bouquet on the center table? Meaning of the third sentence? How many senses does the apple please as stated by the author? State your idea as to how it pleases each one of the senses. Meaning of *still October days*? Meaning of *fain* in last sentence of first paragraph? Meaning of last clause of last sentence of first paragraph?

Second paragraph. Meaning of *relaxes*? Meaning of the expression *painted sphere*? Meaning of *mellow*? Significance of term *nodding*? *Bounds away to seek its bed*? Imagine this. Meaning of *meditate*? Meaning of *turning acid into sugar and sugar into wine*? The paragraph that follows these is also stimulating in thought and in the beauty of the language.

While these paragraphs are being read help the children to imagine an orchard on a still October day, the sun shining and a delicious haziness in the atmosphere.

Is there any joy or life in this kind of an exercise?

In the selection, "Margaret, the Fisher Girl," from Harper's Third Reader, the following questions may be asked:

Where is Scotland from New Haven? Why are all the men fishermen? Why is it that they know so little about the rest of the world? Try to see or imagine the picture given in the third sentence. Why *brown cheeked*? What three words are there in the last sentence which describe Margaret? Can you think of any reason why she should not have been cheerful, contented, and happy?

Take the following selection from "The Brownies" on page 76 of Lippincott's Third Reader:

"The moon rose like gold, and went up into the heavens like silver. Tommy opened his eyes and ran to the window.

"The moon has risen!" said he, and he crept softly down the ladder, through the kitchen and so out to the moor.

"Everything but the wind and Tommy seemed asleep. The houses in the village all had their eyes shut—that is, their window blinds down; the very moors had drawn white sheets over them and lay sleeping also.

"Hoot, hoot!" said a voice behind him. Somebody was awake then. "It's the Old Owl," said Tommy.

"There she came, swinging across the moor with a stately flight. Though Tommy ran hard she was in the shed some time before him.

"When he got in no bird was to be seen, but he heard a crunching sound from above. Looking up there sat the Old Owl blinking at him with yellow eyes.

"Oh, dear!" said Tommy, for he did not much like it."

Why does the author say *the moon rose like gold*, and why, later on, is it spoken of *like silver*? Why did Tommy creep softly down the ladder? Meaning of *moor*? Meaning of the expression, "Everything but the wind and Tommy seemed asleep?" Meaning of the term *eyes* in the next sentence? Meaning of the term *white sheets*? Imagine Tommy out there on the moor. Imagine the stillness. Was it dark or light? Meaning of the term *stately*? Meaning of the word *crunching* and the word *blinking*? Why didn't Tommy like it?

In De Garmo's "Essentials of Method" may be found a fine model exercise on Longfellow's poem, "Excelsior," which illustrates this kind of reading. Dr. Hinsdale's book, "Teaching the Language Arts," contains highly useful suggestions relative to intensive reading.

As a rule not more than one exercise in four should be carried on in the intensive way.

"To have read through with care and thoughtful appreciation a single literary masterpiece, and to have felt the full measure of a master's power is a rare and lasting stroke of culture."—*Manual New Haven, Conn., Public Schools.*

Nature Study.

The Hemlock Tree.

By FRANK OWEN PAYNE.

The month of December is peculiarly appropriate for the study of cone bearing trees. Among the reasons for this are the following facts. 1. They are mostly evergreen and so their leaves are at all times ready for study. 2. They grow almost everywhere. 3. Their cones may be found upon their branches at all times and among these cones will be found cones of all ages from those several years old to those not yet open. 4. The evergreen tree is especially in season for nature study in December because of its general use as a Christmas Tree.

Just what evergreen tree to study as a *typical* Christmas Tree is difficult to determine. The Hemlock is the one most generally in use where it can be obtained but when it is desirable to have a tree whose leaves remain on long, the cedar is preferred by many. The pine, spruce, fir, juniper, and almost all kinds of coniferous trees, in fact, are in different places, used for this purpose. Indeed it was the experience of the writer when teaching on the far northwestern prairies where no evergreen trees could be obtained, to procure a young cotton-wood tree whose branches were bare and then wind these branches with ground pine until the tree bore a close resemblance to an evergreen.

Instead of confining our attention to any one coniferous tree, we will endeavor to present for study any evergreen tree which may be used for a Christmas tree and make it rather a general study.

1. This class of trees is usually of the *excurrent* kind *i.e.*, the trunk springs directly from the ground and may be traced to the topmost branch in an unbroken line. In some pines, the trunk loses this quality but it is generally true that the cone-bearing tree has an excurrent trunk.

2. The best evergreen for Christmas trees, is one whose boughs ascend rather than droop. Such branches are better suited to bear the weight of presents, baubles, and tapers than they could if they drooped.

3. The bark is brown, rather smooth, fibrous. Hemlock bark is used extensively for tanning. This is because it is very rich in tannic acid. The bark of some evergreens is rich in resin.

4. The wood is light yellow, rather coarse-grained, splinters easily, is tough, resinous, and is used extensively for building some parts of houses especially rafters, beams, joists, studding and other hidden portions.

5. The leaves are short, linear, thin, and delicate. They have a very short petiole. In this respect they are unlike the pines which have nothing to correspond to a leaf stalk. The leaves remain on all winter, but drop off in spring when the new leaves appear. When branches of hemlock are picked from the tree, they begin almost at once to shed their leaves.

6. The flowers are curious and deserve careful study. Pine cones are more easily obtained. I have therefore represented them upon the chart.

(a) The pistillate flowers, as may be seen by referring to the chart, are really a short compact branch. The cone scales are modified leaves. In the young cone, these leaves (scales) are closely packed together. As the cone grows, the scales expand. The pistillate scale when removed shows two small swellings near its base. These are ovules. If they are permitted to receive the pollen, they will grow and ripen into small winged seeds.

(b) The staminate flower cluster is shown in the upper left hand corner of the chart. They are like cones in shape but they are very much smaller and they dry up into chaffy scales and drop off. The fresh staminate scale is also shown in the chart. Near its base are also two swellings. They are bottle shaped sacks of pollen (anthers). The staminate flowers grow higher up on the trees than the pistillate ones. When the pollen is ripe, the anthers open and the pollen is set free. Some blows away to distant trees and some falls downward and alights upon the pistillate flowers. The pollen thus comes into contact with the ovule and then the growth of the ovule begins.

7. The seed, when ripe has a very thin brown wing, somewhat like the wing of a maple or ash fruit. When ripe, the seed is discharged from the cone and falls. The wing keeps it longer in the air than it would otherwise be making it to rotate quite rapidly as it descends. This gives the winds a chance to waft it away from

the parent tree and it is thus that the cone-bearing trees are able to scatter their children for greater or less distances from themselves. Some coniferous seeds are edible.

8. Cones remain long on the tree. They behave peculiarly when wet. The scales press closely together so as to protect the inclosed seed whenever it rains. If you observe an evergreen tree before and after a shower, you will see a great difference between the appearance of the cones.

THE LESSON.

1. Prepare for this lesson by conversations about Christmas, Christmas trees, Yule logs, Santa Claus, etc. Lead up to the tree in general and to the hemlock or any other tree which may be used, in particular.

Having studied the foregoing facts about the tree and having verified them by actual observation and comparison with the real thing, the teacher is ready to bring forward the main features of the lesson.

2. Study the tree as in the foregoing outline. Take each part and observe it, talk about it with the pupils. Assign such topics as *tanning, uses of hemlock, etc.*, for composition.

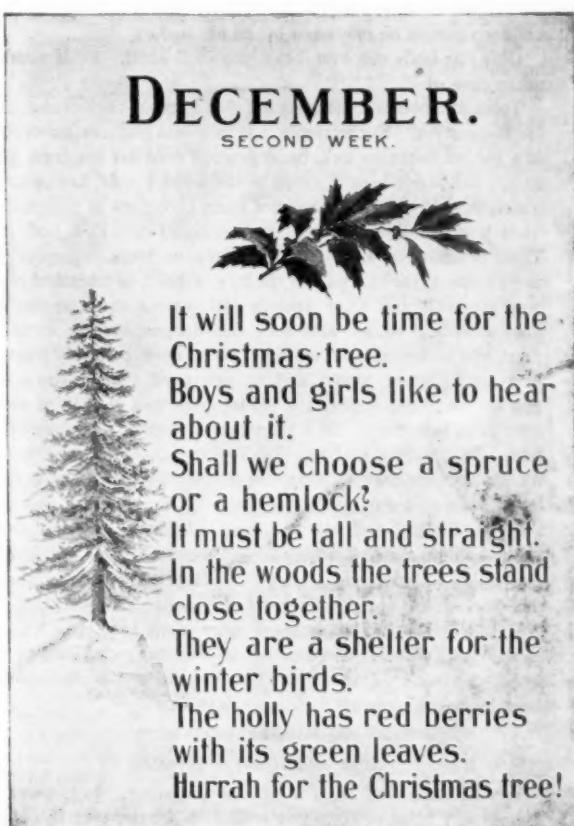
3. Compare the hemlock with other evergreens, root with root, leaf with leaf, bark with bark, cones with cones, etc.

Institute like comparisons between evergreens and deciduous trees making special comparisons of leaves, flowers, and fruit.

Compare the woods of such trees as regards color, texture, grain, hardness, etc.

4. Sum up in a few statements the leading features about the tree in question, ignoring all minor details and only making use of the most prominent facts about the tree. This will avoid confusion and lead to a clearer notion of this object of study.

5. Give reasons why the hemlock is preferable to the pine, or larch for a Christmas tree. What parts of a house are built of hemlock? Many other questions will suggest themselves as devices for applying the foregoing lesson to composition work.



Courtesy of Messrs. Williams & Rogers, Rochester and Chicago

Hygiene.

Simple Lessons in Hygiene. II.

By JEROME WALKER, M. D.

(This article simply gives the points which a series of talks with pupils should deal with. Lead the children to give as much of this thought as they can.)

SICKNESS—IMPURE AIR.

To be sick is to have some part of our bodies *out of order*, and to feel miserable, weak, and not like playing, or working, or studying, or having a good time. If we want to enjoy ourselves and if we are to do good work in the world we must take good care of our bodies, and I do not believe that there are any children who really want to be lazy and sickly.

Much of the sickness in the world comes to people because they don't take care of themselves. Dolls are never sick because they are not alive and sickness never attacks anything that is not alive. Dolls may become dirty and may lose a leg or an arm or be crushed by a heavy weight, but they do not know that they are dirty, or have lost a part of their bodies, and they do not feel any pain if an arm or a leg is cut off or their bodies are crushed.

They do not know anything and they do not enjoy life, and if the doll maker cannot mend them when they are broken or injured in any way, children throw away the dolls and buy new ones. But children cannot throw away their own bodies and buy new ones. The one body each one of them has must last them as long as they live. Fire engines, watches and all kinds of machinery made by men never are sick, because they are not alive. Sometimes when they are rusty or injured in any way, they can be put in order and made almost as good as when they were new. And sometimes when they cannot be repaired they can be melted and made into new watches, or fire engines, or machinery of some kind. Sometimes the bodies of children can be repaired by the physician or surgeon, but they cannot be melted and new children cannot be made out of the old bodies.

Only one body can ever belong to each child. So it must be taken care of.

Trees and plants sometimes are sick because they cannot care for themselves. For example, one tree or a plant in an orchard or a garden becomes sick, because good care has not been given to it. It has not been watered as it should be, or has not had the right kind of food, or has not been protected as it should be when young and tender, for it was probably born in a hothouse. Then it becomes sick, and the winds or birds or bees or flies carry some of the sick part of the tree or plant to trees and plants that are well, and they become sick, unless some person who likes trees and plants and sees the danger, quickly cares for them and cures them, as we say. To be sure the sickly trees and plants may be cut down and so destroyed. But it costs time and money to make trees and plants grow to a good size and it may be to bear fruit. So it pays people to take good care of the trees and plants they have, and so keep them in good health. And it pays children to keep themselves in good health, for it costs time and money to have them grow up strong and well. Puppies, kittens, and other animals, although they are living things, seldom are sick, if they are allowed to eat and drink what they ought to have, and if they live a large part of their lives in the open air and are given a good chance to sleep and play.

Men, women, and children are more often sick than animals, trees, and plants because they will be careless and do things they ought not to do. One the careless things they too often do is to breathe air which is not fresh and clean.

IMPURE AIR.

How and What to Breathe.

You all know that wind is air that is moving. In hot weather it generally helps to keep you cool. In winter, even if it is cold and blows hard, children don't mind it if they have enough food and clothing to keep them warm, are strong enough to move about quickly, and if the houses they live in are warm and cozy. If a

child puts its hands on his chest or breathing place, he will feel the chest rise and fall. Now put your ear to the chest of a playmate and you will hear a noise like that made sometimes by the wind blowing. It is the wind or the air going into the chest, into the lungs which are there, and going out again. When it goes in the chest rises. When it goes out the chest falls. When it goes in, it helps to make the blood pure by giving it air food and when it goes out, it carries with it some of the poisonous stuff which the body must get rid of in order to keep clean.

The more people crowd into a room where the air is quite still and warm, and where windows are closed to keep the out-door air from coming in, the greater is the danger from this poisonous stuff, which ought to be carried away by the winds. People have died from being obliged to stay many hours in a crowded room, and to breathe into their lungs the poisonous air which has come from the bodies of the people in the crowded, close room. Into every room, even if it is not crowded, and if only one person is there, the air from *out-of-doors*, should enter both by day and night. But it should not blow directly upon the person or persons within the room, and it will not if a screen is put before the open window, or if the out-door air comes into the room between the window sashes, a board being put under the lower one.

Air is one of the things in the world that we must have in order to live. If a child should close his mouth and nose tightly in anyway he would very soon find that he must open them, and especially his nose. He can get along without food for hours, but he must have air *all the time*. And the air that he breathes in is a sort of food. Without it the milk, bread and butter, meat, and other things he eats and drinks would be of no use. Air makes the blood pure, and pure blood is nothing more than your food which has been changed into a liquid by your teeth, stomach, and other parts of your body whose business it is to do this work of changing food. Then this pure blood makes your bones, muscles, skin, and every part of you and keeps them in order. Now is it not a matter of importance that the air you breathe in should be as clean and pure as possible? And how does air become dirty and impure? From dirty streets, dirty, overcrowded, and badly aired houses, from dirty clothes and dirty persons, and from the poison which floats into the air from scarlet fever, measles, diphtheria, small pox, and the other catching diseases. So if we want clean and pure air to breathe, we should do all we can to keep the streets clean, our houses and selves clean, and keep away as much as we can from persons who have any catching disease. Or if we have to be near them, to care for them, we should keep everything about them and ourselves as clean as possible. Nothing shows the dirt to us better than *sunlight*, and sunlight makes children grow just as it does plants. Clean air and sunlight go together. They are great friends. Impure air and darkness love to be together. Dark, close, and "stuffy" rooms and stables are the places sickness and bad health are likely to live in, while light, airy rooms and stables are for health and strength. But people should not live most of the time in the house or animals in stables, even if both houses and stables are the best.

They need the outdoor air in large amount and they need to work and play, that is, to exercise. This exercise makes all parts of our bodies work harder. It makes us need more air and food to keep them going. Our appetite is increased, our cheeks become rosy, our muscles become harder. We feel better and we sleep more soundly, and may well pity the people who are pale and sickly and who do not feel like working or playing, largely because they stay in the house too much or live in dark, stuffy rooms. Even a candle needs plenty of air to make it do its work that is to burn. Plants droop and die without air.

If we want to have the most good that clean, pure air can give us, we must live as much as we can in sunlight and the outdoor air. We must have our clothes, especially about our necks and chests, so free and comfortable that we can drink in large quantities of air, and so we obtain abundance of air food and our lungs and chests grow stronger from being used properly. But, strange to say, we must drink in most of the air through the nose, for the nose on the inside is so made as to warm the air for us, so that it will be safe to breathe even if it is cold, and much of the dust in the air is swept out of the nose by many little hair-like things, something like brushes which are in the back of the nose. The mouth is for food. Learn to breathe with the mouth closed.

Geography.

Geography Topics.

For those teachers who have never prepared for themselves an outline, and who are unable for various reasons to make use of those in books, the following topics are given. In any grade of schools the teacher will have no difficulty in hearing a lesson studied by these topics, and a country which has been "searched over" under directions of these topics is pretty well-known by the students.

Lessons should be given out entirely by the topics, giving two or more, as the importance and the extent of the subject may require. For review purposes the topics are most valuable and time-saving.

1. Boundaries.	21. Population.
2. Latitude.	22. State of society.
3. Longitude.	23. Capital.
4. Zones.	24. Chief towns.
5. Area.	25. Government.
6. Surface.	26. Agricultural productions.
7. Mountains.	27. Manufactured productions.
8. Peaks.	28. Commerce.
9. Plains.	29. Mining.
10. Islands.	30. Exports.
11. Peninsula.	31. Imports.
12. Capes.	32. Religion.
13. Isthmus.	33. Education.
14. Bodies of water.	34. Language.
15. Rivers.	35. Manners and customs.
16. Soil.	36. Literature, science, and art.
17. Climate.	37. Journeys.
18. Currents.	38. Brief history.
19. Winds.	39. Striking characteristics of country.
20. Race.	

—Goldthwait's Geographical Magazine.



The Eskimo.

By D. R. AUGSBURG.

Way up in the frozen region of the north dwell a curious people. A people who know not war and have not a single weapon of warfare; who do not own land or care for its possession; who have no state or nation and do not feel the need of one; who have no law, written or traditional, and yet are orderly and do not quarrel; who will share a seal with their neighbor when it is the only food in sight between them and starvation. This people is the Eskimo, our most northern brother.



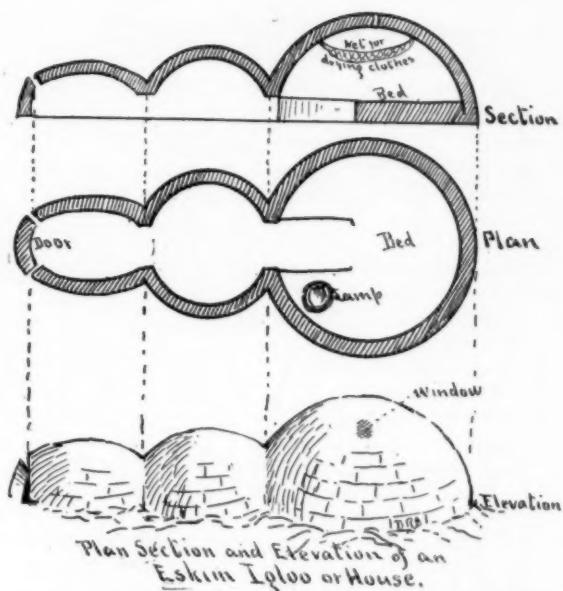
Interior of an Igloo.

of houses, warmer than stone, brick, or wood.

The Eskimos are very skilful in making these houses. Two of them will make a temporary house, that is, a house for one night in from half an hour to one hour. They are made from blocks of frozen snow which they cut with knives made from a walrus rib. The blocks of snow are thirty-six inches long, eighteen inches wide, and from six to twelve inches thick. The layers are laid spirally from within, and grow thinner toward the top. The chinks are stopped with snow. A small opening in the top is cut for the gases and smoke to escape, and a small window is cut through and covered with scraped seal intestine, or when possible a piece of clear ice.

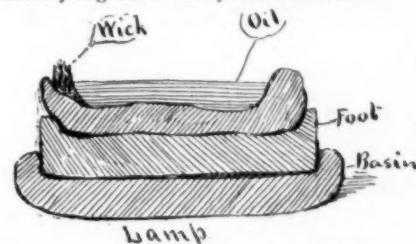
The door is cut through on the side away from the wind, and the passage is made long for the double purpose of warmth and a place to store things. The entrance is closed with a large block of snow. Nearly all the interior is covered by a divan, made of

The Eskimos are nomadic, roaming from place to place following the seal, the walrus, and the reindeer which are their staple food. There are no trees or vegetable growth up there except moss and grass so they have no choice of anything but animal food. In summer time the Eskimos live in tents (tupecs) of reindeer skin and in winter in houses or igloos made of snow blocks. These snow igloos are the warmest



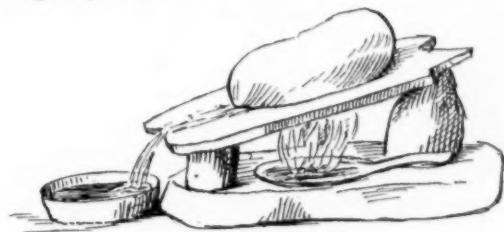
snow blocks, which is used for seats and beds. Igloos are made all sizes from a small one six feet in diameter to a large family igloo sixteen feet in diameter. The latter will accommodate ten or twelve persons.

A newly made igloo is beautiful, white, pure, clean, the snow walls are translucent, letting through a mellow light that is very agreeable to the eye. But it does not remain so long, the soot and smoke from the lamps soon deface the walls making them dirty and black. These igloos are very warm. Often when the temperature outside is fifty degrees below zero, inside it is from seventy degrees to ninety degrees above.



The only article of furniture is the lamp or stove. This is a shallow stone dish which fits loosely in another stone dish called the foot, and this in turn

rests in or on a shallow stone called the basin. In the first dish is placed the oil. Around the edge of the dish is placed dried moss which serves as a wick. The size of the wick indicates the size and heat of the fire. A full fire is when the wick forms a complete circle around the dish. The fire is regulated by adding or taking away wick.

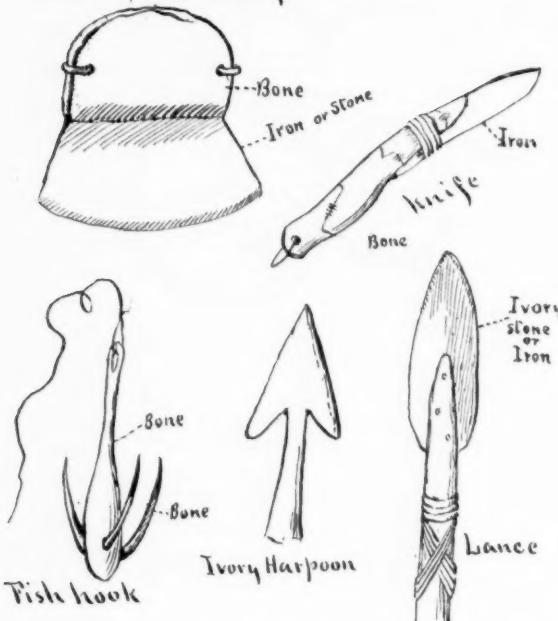


Snow melter

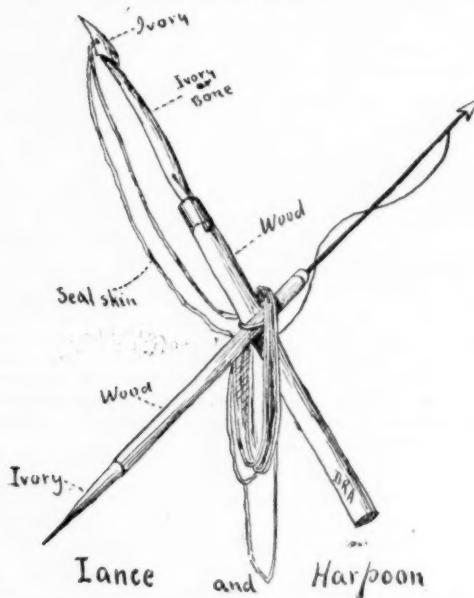
Strange to say amid so much snow and ice, water is scarce. The intense cold of the winter turns all water into snow or ice which must be melted before water is available. It is impossible to melt ice or snow in the mouth as we sometimes do here, such a proceeding would take the skin from lips and tongue instantly. Travelers may perish for the want of water there the same as a mariner at sea. Water is procured by placing snow or ice on the whale, and the seal. When driven into the side of a walrus, the head to which a line is attached, is separated from the shaft and remains in the animal. The harpoon is used to capture the game and the lance or spear to kill it.

While the Eskimos have no need of a weapon of war they do have various weapons to capture and kill the seal, walrus, and reindeer. Their principal weapon is the harpoon. It is to them what the rifle is to the pioneer, the bow and arrow to the Indian, and the lasso to the ranchers. With it they capture the walrus, inclined piece of flat stone which is heated from below and catching the water in a basin.

Ulu or Woman's Knife



The Eskimo women have a very queer knife called the ulu. It resembles in a rude way the chopping knife or the kitchen, but



the Eskimo woman uses it for all the thousand and one purposes that we use a knife and with her it is the handiest kind of a knife. The Eskimos have other tools equally queer to us. Their knife



in the picture is made from the iron hoop of a cask, and the handle is of three pieces of bone securely bound together. The fish hook is made of bone with ivory or bone hooks.

Penmanship.

How to Teach Vertical Writing. II.

By ELMER W. CAVINS.

By the *general* method described in the last article of this series, we try to improve in one general characteristic of good penmanship at a time while doing body-writing. In the *special* method, described below, we specialize on some letter, or group of similar letters. The special method is the most effectual in gaining skill; but both should be used. The general should be kept in mind and made use of while written work is done in other branches.



HIS subject should have careful attention at the outset of the course in all grades, and particularly in the primary. It is often the case that children are permitted by their first teacher to form wrong habits of position and penholding that later teachers are not able to correct.

It is important to consider the position of body, arms, and paper.

1. The *body* should directly face the desk and incline but slightly forward. The writer should neither lean against the back of the seat nor the desk in front.

2. The arms should rest on the muscles of the forearm, and two-thirds, or *at least one half*, of the forearms should be on the desk.

3. The paper should be placed straight in front, so that the lines on it run parallel with the front edge of the desk. It should be placed to the right far enough for the left edge to coincide with the medial line of the body. It should be pushed far enough from the writer to permit the forearms to lie as directed above. On account of the narrowness of many desks, it is necessary to cut or tear foolscap and use only half its length at a time. Even then the paper must not be stationary during the writing, but as each line is finished, it must be pushed up to accommodate the arm, which always rests in about the same place on the desk. If muscular movement is used, it will be found advantageous to turn the top of the paper to the left, toward the position used for sloping writing, but only a little, since the turned position has a tendency to cause the writer to slant his letters.

PEN HOLDING.

Take the pen naturally in the right hand, observing

1. That the first finger, slightly curved, is on the top of the holder.

2. That the second finger is more curved and touches the holder at the corner of the nail.

3. That the *end* of the thumb comes against the holder.

4. That the third and fourth fingers are drawn back under the palm, and the hand rests on the joint nearest the end of the little finger.

5. That the wrist is above the desk and the arm rests on the fleshy portion of the forearm.

6. That the penholder points in the direction of the forearm.

MOVEMENT.

The truest and best is a combined movement of the forearm and fingers. It is well worth learning. But I have seen so many lamentable failures of teachers to teach the forearm movement, when they could do nothing with it themselves and knew very little if anything about it, that I am loth to recommend it to teachers who do not use it and are unwilling to learn it.

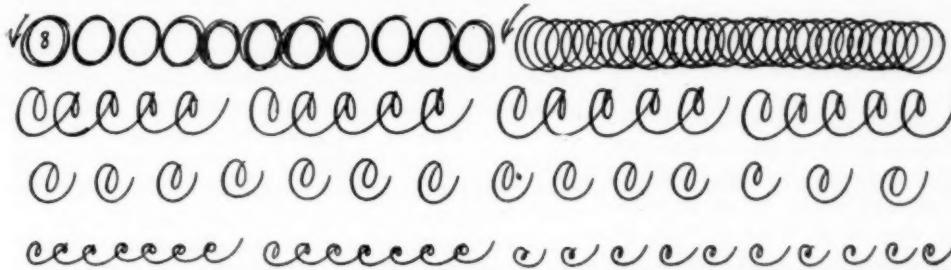
In this movement the muscles of the forearm rest upon the desk. The muscle is soft and will allow enough of movement to reach the scope of ordinary capitals without lifting the arm from or sliding it on the desk.

Secure first the forearm movement, then, and not till then, permit the fingers to assist in making the stem and loop letters. Such movement is called the *combined movement*.

This is the true business writer's movement; it is the easiest to use, usually the most rapid, and, under proper training, always secures the most uniform and beautiful results.

To learn this movement, the writer should begin on simple exercises.

The exercises of this group are for training in forearm movement. A great deal of practice should be given them, for unless the muscles of the forearm are well trained, that movement is not practical. The direct oval is a simple and valuable exercise. Make it large at first to get scope and freedom, then reduce the size to combine freedom with a greater degree of skill.



Take all hampering garments off the forearm, place it upon the desk upon the muscles forward of the elbow, start it to moving in lively manner on this muscle, and with hand and pen in good position, practice the exercises in cut. Strive to make the ovals in good form, but more important at this stage is the movement used in their making. The movement should have force and freedom, but the "touch" should be light. Make from twenty to thirty of these ovals, from one hundred twenty to one hundred eighty revolutions per minute. Movement should not be spasmodic, it may be regulated by counting 1, 2, 3, 4, 5, 6, 7, 8, for each oval.

Criticise yourself frequently. Apply such questions as: Is my position good? Is my movement *free, lively, regular*? Is the touch light and the force of movement strong? Take up these questions *one at a time* and hold on to them until you can answer *yes* to each one.

Likewise, when you practice letters, criticise the form, *one part at a time*.

While practicing the traced ovals write them (1) vertical, (2) tangent to each other, (3) uniform in height and shape.

Write the running oval compactly; *i. e.*, the strokes near together. Be careful to write it uniformly in every way and avoid slant.

A great amount of practice should be given to such exercises as are in this group. Much drill is necessary to develop a good forearm movement.

Blackboard work on such exercises as the capital C is an elementary step which proves helpful and enjoyable.



What to Draw.

The Cook County normal school has its first five grades practice drawing under the following eight heads:

1. Story telling with the scissors, with charcoal, or with pencil; much of this work is done in connection with the reading lesson.
2. Nature study; drawing of whole plants, of branches and sprays, showing principles of growth and movement.
3. Form study, expressed by both paper cutting and drawing, based on the geometric type solids.
4. Block building and imagination; the children build with their blocks, weave a story about them, and then draw the same.
5. Figure sketching; children posing for one another.
6. Group work; pictorial drawing in light and shade from the geometric solids.
7. Still life; books, fans, and vases are combined into groups as well as studied separately.
8. Illustration of literature; it may be a poem or song or history or science lesson; this may be done with pen and ink or with pencil.

Give the children these things to do and help them to criticise their results. But little more need be done in the early teaching of drawing.

Topics of the Times.

The importance of President Cleveland's firm stand, on his application of the Monroe Doctrine to the Venezuela matter last December, is beginning to appear. Had it not been for that, Brazil would probably sooner or later, have suffered loss of territory as the result of her contests with no less than three powers.

A quite possible change of government in France, and the almost equally possible incorporation of Holland in the German empire, might have expo-ed Brazil to mutilation through the southward extension of the French and Dutch Guianas. Again if Great Britain had been allowed to extend her territory unopposed to the Orinoco, it would only have been a question of time when she would have moved her outposts towards the Amazon also. Should any of these seek to annex territory at the expense of Brazil, the United States would be morally bound to protect Brazil against such injustice.

A change of great magnitude might occur by the marriage of little Queen Wilhelmina, of Holland to a German prince—just such a marriage as is expected to occur. In that case Holland might be persuaded to join the German confederation. It would still exist as a kingdom, like Prussia, Bavaria, Wurtemberg, and Saxony. This would raise Germany to the front rank of colonial powers. Holland's colonies consist of Java, Sumatra, Celebes, Dutch New Guiana, Borneo, Dutch Antilles, including Curacao and four or five other islands, and Dutch Guiana, and they are all valuable.

It is impossible to overvalue the discoveries lately made by Professor Hilprecht on the site of the ruined city Nippur, which lies between the Tigris and Euphrates rivers. He claims that this city was founded 9,000 years B. C., or that it antedates by several thousand years the previously known records. In fact, a civilization existed at Nippur older than that of Nineveh or Babylon, which we looked upon as beginning the civilization in that part of Asia. It ought to be a matter of pride to Americans that the excavations were carried on under the direction of our countrymen. The museum of the University of Pennsylvania has been enriched with a collection of antiquities that for historic value are unrivaled.

By the Massachusetts labor bureau examination was made of 26,672 convictions last year. Of this number 18,232, or over sixty-eight per cent., were for drunkenness alone, or for drunkenness in connection with other crime. Of the 8,440 remaining convictions 3,640 cases were under the influence of liquor when the crime was committed. This left only 4,800 cases, or but eighteen per cent., in which the person convicted was entirely sober when his offense was committed. In thirteen per cent. of the cases both parents were native, in three per cent. one parent was native and the other foreign born, while in eighty-three per cent. of the cases both parents were foreign-born.

The great mass of sea weed, known as the Sargasso sea, occupies a triangular space between the Azores, Canary, and Cape Verde islands as large as the Mississippi valley. It is in practically the same place that it was when discovered by Columbus on his first westward voyage. Among the vegetable matter gulf weed, which lives upon air and water and has no connection with the soil, predominates. From the great depth of the ocean there any other form of vegetable life would be out of the question. All sorts of driftwood is caught in the vegetable mass, which to the untrained eye looks almost substantial enough to walk upon. Considerable animal life exists on these weeds.

THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year.

E. L. KELLOGG & CO., 61 East Ninth street, New York

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING DECEMBER 19, 1896.

How to get rid of the useless and unnecessary things now taught in the schools is the great problem at present. No enrichment of the course of study can be thought of where the teachers load their pupils down with dead lumber. Every educator should help to circulate a petition to Congress to do away with our antiquated and clumsy system of weights and measures and to pass the bill presented to the house of representatives on March 16, 1897, by Mr. Charles W. Stone, from the committee on coinage, weights, and measures. It is intended to fix the standard of weights and measures by the adoption of the metric system and reads as follows :

"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the first day of July, 1898, all the departments of the government of the United States, in transaction of all business requiring the use of weight and measurement, except in completing the survey of the public lands, shall employ and use only the weights and measures of the metric system.

SEC. 2.—That from and after the first day of January, 1901, the metric system of weights and measures shall be the only legal system of weights and measures recognized in the United States.

SEC. 3.—That the metric system of weights and measures herein referred to is that in which the ultimate standard of mass or weight is the international kilogram of the International Bureau of Weights and Measures, established in accordance with the convention of May 20, 1875, and the ultimate standard of length is the international meter of the same bureau, the national prototypes of which are kilogram numbered twenty and meter numbered twenty-seven, preserved in the archives of the office of standard weights and measures.

SEC. 4. That the tables in the schedules annexed to the bill authorizing the use of the metric system of weights and measures passed July 28, 1866, shall be the tables of equivalents which may be lawfully used for computing, determining, and expressing the customary weights and measures in the weights and measures of the metric system.

How much saving of valuable time in the teaching of arithmetic the adoption of this bill would mean !

One of the duties and pleasures of our editorial work is the careful reading of educational journals. In doing this it is noted that many of them find valuable material for their readers in the pages of THE SCHOOL JOURNAL; but it occasions surprise to discover in a single issue of some from one to four articles copied verbatim; one paper in Tennessee takes the lead with seven articles thus reprinted in one number! As long as credit was given to THE JOURNAL it was not thought necessary hitherto to shake up the scissoring editors' consciences, though often all the credit amounted to nothing more than "in SCHOOL JOURNAL," "in New York Journal," "Journal of Education, N. Y.," either at the head or at the end of the copied article, instead of putting it honestly "From THE SCHOOL JOURNAL," or better still "From THE SCHOOL JOURNAL, New York and Chicago." Indeed it would seem that if several articles are copied at one time, the time and labor economizing editor would in an editorial note print a brief acknowledgment of his indebtedness to THE JOURNAL.

Insufficient credit shows an effort to give credit. But there are papers which copy valuable contributions from THE SCHOOL JOURNAL without indicating their sources of supply in any form whatever. Believing this to arise from an oversight, on noting it the editor is requested to make an early correction. But this happens too frequently. Then there are cases where the editor calls a journal to account and does not even receive an excuse. Quite a number of instances might be cited, among them the *Florida Exponent*, *Connecticut School Journal*, *Public School Advocate*. So large during the last three months has been the copying from THE SCHOOL JOURNAL that the publishers request all who copy from their pages to bear in mind the copyright law. They cannot permit copying without credit.

Now a friendly word to those editors who never omit to give proper credit, but who, instead of giving merely extracts, abstracts, or condensed reports of articles in THE SCHOOL JOURNAL, simply copy the whole article and sometimes even a whole series of articles. The copy-right law prohibits this practice. Besides, it is not just to our editorial and publishing interests. We will cite only two instances to make the meaning clearer. THE SCHOOL JOURNAL published some time ago a series of "Legends of the Stars" by Miss Mary Proctor, the accomplished daughter of the famous American scientist, Richard Proctor. This series, like all special features, was planned by the editor and written at his request. The labor and expenditure of money were gladly given to put a special treat before our subscribers. Now if any editors of educational journals were convinced that their readers ought to have the benefit of this series, they could have told their subscribers in their editorial columns of the valuable articles in THE SCHOOL JOURNAL; as they do of *Harper's* the *Century*, etc. It would also be quite just to obtain permission to copy one or two articles with a foot-note stating that these are merely parts of a series and where the whole series may be found. But the papers which copied the series simply put "—School Journal" at the end of each article and probably believed they had done enough. To this we object.

A series now under way, which has attracted deserved attention in all parts of this country, in Europe, Canada, Hawaii, and wherever THE SCHOOL JOURNAL is read, is the one bearing the title "My Pedagogic Creed Series." No single feature of this journal has ever been drawn upon more freely by other educational papers. Now what credit does THE JOURNAL get? One paper puts at the head of each copied "creed" simply "L. H. Jones in The School Journal," "James L. Hughes in the School Journal," etc., etc. Another publication gives extracts from the various "creeds," simply giving credit to the author. With the exception of the *Public School Journal*, edited and published by Dr. George P. Brown, of Bloomington, Ill., we have not seen a single journal which gives us proper credit for any part of the series.

The friendly, as well as correct, way would be to state plainly, when parts of the series are copied, that they are *parts of a series* and that *the series is now appearing in THE SCHOOL JOURNAL*.

We give this space to these explanations, because it is obvious that we must protect our rights in materials that give value to THE JOURNAL and have cost its publishers and editors much money and time and thought.

Broadening of the School Curriculum.

The fifty-second annual meeting of the Rhode Island Institute of Instruction, held at Providence, was a most inspiring gathering. THE SCHOOL JOURNAL has already in a previous number presented reports of some parts of the program. The report of the opening session was reserved for the present number, as it dealt with a problem to whose solution the monthly "Method Number" aims particularly to offer contributions: the enrichment of the courses of study for elementary schools. Supt. Frank O. Draper, the president of the institute, deserves great credit for the splendid program provided for the occasion. How enthusiastically the teachers responded may be gathered from the fact



PRES. FRANK O. DRAPER.

that the opening session was attended by over 1500. The principal speakers were President Charles W. Eliot, of Harvard university, Mrs. Alice Freeman Palmer, Dr. Horace S. Tarbell, and State Commissioner Stowell. After a few happily chosen introductory remarks by President Draper, Mr. Stowell opened the discussion of the principal subject by a talk on

"THE SIGNIFICANCE OF ELEMENTARY SCHOOL COURSES."

Dwelling on the importance of the education the child receives in the elementary for his whole future life, he said among other things:

To the question: What is the significance of elementary school courses? the answer can be seen in the report of the Committee of Ten; that committee was unable to draw a sharp line between secondary and lower grade work; their report covers the years from six to eighteen. The old distinctions of primary, grammar, and secondary are swept away; there should be but one unbroken and continuous process from kindergarten to university. It appeals to every father and mother, every patriotic citizen, that the basis of school training should be the best, especially since the great body of the children never get beyond the elementary school. What it shall contain is important, but whatever that is it must be substantial, well-balanced, and solid. If this is wrong, the building will always be defective, to a greater or less extent. The question of detail may be considered, but the fact stands out that the primary foundation must be right; it touches the vital development of the future life.

ENRICHMENT OF COURSES OF STUDY IN ELEMENTARY SCHOOLS.

President Eliot advocated the enrichment of elementary school courses by the introduction of certain great subjects which are usually reserved for children over fourteen or fifteen years of age. He said in part:

"I agree with Mr. Stockwell, that the work of education is one from top to bottom. I also agree with him that the work of the elementary school is the most important, because the immense majority of children go to no other. I see in this a great emancipation of the teachers and uplifting in their work. In the following I must make broad, sweeping statements; for want of time, I cannot qualify them; I must leave to you to supply the necessary qualifications.

"My subject, 'The Enrichment of the Grammar School Course,' concerns 95 per cent. of the school children of the country, for that per cent. of our school children never go beyond the grammar school, which is thus the school of the majority of the people of the country. If the program of the grammar school is improved, service is done to the whole school system.

The term 'grammar school' is one used in the East; in the West the term "grades" is used, and there are twelve grades, eight elementary, and four which constitute the high school course. Theoretically the high school covers the children of age from 14 to 18 years, but very often a pupil is 16, 17, 18, or 19, before entering the high school.

"Many of the subjects taught in the high school are absolutely

inaccessible to the children of the grammar schools. Among these are some which might be profitably introduced into the grammar school program, viz.: algebra, geometry, physics, history, and foreign languages. No one of these subjects is naturally reserved for the high school. They should be begun before 14. At an early age, it is easy to learn a foreign language—at seven years. Childhood is the time for studying languages. Algebra and geometry, also, in other countries, are attacked at an earlier age than in this. With us they are inaccessible until 14. Physics, too, can be studied in early age, for it is easy to make experiments of many kinds; it requires and permits of exact observation, therefore is one of the best studies for scientific training. Natural philosophy is one of the best additions to the grammar school course.

"History is a subject already taught in the grammar schools, but in a very elementary way. Elementary history is not the kind I advocate. It deals in dates, details of fights, wars and political events. I esteem these the least profitable part of history for children, yet many children are taught nothing else. History should be taught only as it deals with the arts, the development of racial character, industries, modes of life and the physical parts of the country.

"These five subjects, history, algebra, geometry, physics and foreign languages, are the desirable subjects for the grammar school. Such being the case, what stands in the way of these enrichments?

"The first idea is that there are too many subjects taught already; children have now as much as they are able to do. This objection doesn't prevent the introduction of these subjects into grammar schools of other nations. American children are capable of no less work than children of other nationalities.

"All elementary studies help each other. Algebra is more enlarging to the mind than arithmetic, and it is easier to study the two together. It is a fundamental principle in education to take the easiest way of doing a thing. It is an outrage to take the hard way. We should take the easiest way that the children may go farther and faster.

"The next objection is that diversity of subjects causes superficiality. Is this good? No. But we may have unreasonable conceptions of superficiality. Shall we know a little of various subjects and not much of any one. No, if they are taught as separate bits, but if they are taught in connection and well understood, they fit into the general outline of the connected parts of a beautiful whole.

"Physical strain is another difficulty in our way. Attention is paid nowadays in a great degree to the physical well-being of the children, but this care of the body is in danger of reacting on the intellectual part of the child. We now suffer from an apprehension lest the body suffer from an overtaxed mind. There should be proper exercises during school hours, and frequent recesses. The eyes should be cared for also. The physical part of the children needs attention for every reason.



DR. CHAS. W. ELIOT, President Harvard University.

"The first effect of the change in the grammar school course would be a lifting of the course of the high school, at present the most advanced school, supported by public taxation. The future of our school system depends on lifting the course of the grammar schools, the schools attended by the great majority of the children of the country.

"The results of our school system are disappointing with regard to the training of the people in reasoning power. A democracy needs a diffused reasoning power. It cannot be safe otherwise. If one singular fallacy could be removed from the people's mind, the country would be safe. It is the inability to always perceive

what precedes a result, what is the real reason which produces a certain result. If we could find a way of instructing our children as to this fallacy, it would be a great means of safety, and the only way is through the grammar school program. There is at present no subject taught in the grammar school which leads to the improvement of the reasoning power, or the power of observing and drawing proper inferences. Arithmetic doesn't do it, for arithmetic is a precise and accurate science, and is not available in the ordinary uses of life. The exigencies of life are changeable and uncertain, and arithmetic is the very opposite. To my mind there is no more useless study in the grammar school than arithmetic.

"The object of education is to increase the richness and happiness of life. We want to give to the child who stops going to school at fourteen the very best education we can give him up to that age. The best is the only kind of training the American Republic should be willing to give in its elementary schools."

THE TEACHER'S ADVANCEMENT.

Mrs. Palmer, who discussed "How Teachers can Prepare themselves to Meet the New Demands," said in part:

"The school teachers of the present generation did not have the advantages which are offered now, and a college education should now be required for all teachers who are to be appointed, even to the lowest grades. Those who are in the thick of the work now, and cannot avail themselves of the advantages offered at present, should follow some line of study. If some little time each day be devoted to acquiring something new, they would return to their school rooms each morning with new power. This can best be accomplished by association with others who will greatly assist in the work."

THE PUBLIC AND THE SCHOOLS

Supt. Tarbell spoke on the attitude of the public towards the elementary schools. In brief he said:

"I congratulate myself as a citizen of Rhode Island that there has been a changed disposition towards the teachers in this state. It is a grand thing to have high ideals placed before us to give us inspiration. There are two publics—one the college public, the other one that controls us more, and which we must regard. This college public says that we must introduce higher studies in the elementary grades. Requirements for admission to college have



DR. HORACE S. TARBELL, Providence, R. I.

been more strict, and the number of specialties has greatly increased. Now this college public is bright by nature. They say that what they themselves did at the age of seven or ten others can do. And so they advocate the enrichment of the grammar grades.

"There is a business public that demands that we teach more thoroughly than we now do, not a smattering of many things, but the thorough knowledge of a few lines. The ninety-nine who demand a thorough course in a few studies are the business public that opposes the other one of the college public. It is easier to satisfy both publics than you think. The demand the public makes is what may easily be satisfied by people of competent intelligence.

"In the German schools three per cent. of the youth go to the gymnasium, and comparison is made between the advancement of these and of our American children of corresponding ages. But our children at school constitute nearly all, and the comparison between the American full percentage and the three per cent. of the Germans is weak and valueless."

Dr. Tarbell then referred to the courses in the public schools of the city as being severe in some lines, and expressed himself in favor of the introduction of higher studies into elementary grades, with several restricting qualifications.

Discussion.

THE OLD OBJECTION.

Dr. Reuben A. Guild, librarian : Emeritus of Brown university, thought that the multiplication of primary studies in the schools is an evil. He would like to see the new studies done a way with, and the time given to the seven cardinal branches of knowledge, which are all the youthful mind can digest healthfully.

"Let me use an illustration. A father saw that his son had been filling his mind with trashy novels; he had him bring in a basket half full of chips, and then bade him put a basketful of apples into the the half full basket. Of course the boy could not not do it. So these new subjects, singing, drawing, nature study, algebra, sewing, cooking, and language lessons, crowd out the older cardinal branches."

CHARACTER WORTH MORE THAN LEARNING.

Supt. Gilman C. Fisher, of Pawtucket, favored the views of President Eliot, and said that if the voice of the people was heard upon this subject he would be upheld by a greater majority than McKinley and Hobart would have at the polls next Tuesday. He then referred to schooling being in the line of character training and the uselessness of some studies. The speaker said that, although it might be paradoxical, the adding of the elements of algebra and geometry would probably shorten the course in arithmetic.

Speaking of the sound view of the people in questions touching the fundamentals in education, Supt. Fisher referred by way of illustration to the story of a good New Hampshire mother whose son bade her good-bye to go to college. "She did not tell him, 'study your algebra carefully and learn as much as possible in Latin, Greek, and all the other branches you will be taught'; no! all she asked of him was, 'John, my boy, read a little in your Bible every day.' The American people put a higher value on character than on learning."

OBJECTIONS MUST BE FACED.

Ossian H. Lang, managing editor of THE SCHOOL JOURNAL said :

"We will make no headway if we ignore the oft-repeated complaint that the increase of studies has led to a neglect of the three R's. Shrugging our shoulders and saying that we don't care a straw for the croakings of the opponents of progress will not satisfy the people who support the schools. Mental development is one of the pedagogical blanket terms which poor teachers use as a convenient cover for slip-shod work. The development of the mind is not enough, there must be an aim. We must know clearly all the time what we want to do, what goal we are trying to reach. The people have set up some standards and want to see definite results. These standards, we all know, are too low, but they must be considered. If we can prove to everybody's satisfaction that we can do more—and I firmly believe we can do infinitely more in the direction pointed out by President Eliot—no reasonable objection can be raised to the broadening of the school curriculum. The trouble is we have never furnished this proof. Hypotheses won't quiet the objectors. Dr. Guild can probably find more people to agree with him than President Eliot, though I believe him to be wrong, entirely wrong."

"We must demonstrate by actual facts, (1) that the results the people insist upon are really attained in the schools with broad curricula, (2) that by limiting instruction to the traditional 'cardinal' branches we are cheating the children out of a great deal of valuable time which ought to be turned to advantage by opening to them new and richer sources of happiness."

"Dr. J. M. Rice has been engaged for some years in collecting samples of work of over 100,000 school children in various parts of the country, taught by different methods and under all sorts of conditions, for the purpose of determining whether the schools limited to the traditional course of study produce better results in spelling, writing, composition, and arithmetic than those which have adopted a broader working basis. I am not at liberty to state what Dr. Rice has discovered. The results of the investigation will be published in the *Forum*. But this much I may be permitted to say, that the advocates of richer courses of study will have reason to thank Dr. Rice for the powerful arguments he will place at their service. Such investigations are necessary to pave the way for the reforms which President Eliot and others of our great leaders have proposed."

Mr. Lang pointed briefly to the practical lessons teachers may learn from a discriminating study of the history of education, particularly the history of the evolution of the elementary school curriculum. Taking up the question of time-waste, as an illustration, he attempted to show that neglect of the historical study of education was mainly responsible for the slow progress made in eliminating absolutely useless things from the course of study and for the consequent difficulty of getting into the schools the really vital subjects.

BE SUSPICIOUS OF THE WORD "THOROUGHNESS."

In closing the discussion President Eliot said in part :

"I have seen a great deal of damage done to the cause of

education by the use of false similes. In introducing the electrical science into Harvard I encountered a simile pointing out the roundness of the human mind. The mind was round, and it ought to be developed on all sides by the best education, therefore specialties were foolish and unwise. The mistake is in considering the mind round. It is not. It is a sharp cutting tool. In relation to the simile of my old friend, Dr. Guild, about the basket getting full, that is a misconception. The more you put into the mind the more you may put in it. The speaker then referred to Supt. Tarbell's comparison to the German schools. He could not see the exact bearing, and said that we could learn much from these same schools, and gymnasias. In relation to the opinion of the 99 as against the one, he would say that the 99 per cent. wanted their children to have the best education.

"There is a general misunderstanding on the word 'thorough' as applied to an education. There should be a distinction between a sound education and a thorough training in insignificant things. 'Thorough' is an exceedingly mischievous word. It conceives something which it is impossible for an adult to accomplish and which it is monstrous to try to force a child to undertake. Is there anything in which any of us is thorough? It is not to be expected that any one can become thorough in any branch of human endeavor. It is often a terrible waste of time to attempt it, and it is only in a mechanical sense of the word that it is achieved. If one could get rid of this idea of thoroughness, one would lighten the burdens of childhood. Thoroughness means stupidity and lack of interest. Stimulate the children to interest and the children will be happy. Diversity of studies increases interest and that interest is enjoyable and wholesome."

"Under the pretense of aiming at thoroughness many teachers positively destroy the children's interest. The selections in the reader are read until the children know them by heart; yes, I sometimes think children can't read until they have the book by heart. When they can read a book, why not let them go on as we adults do."

"The growing illiteracy of American youth is due to the fact that though the child reads a great deal, he reads rubbish, and he does not read to remember. They do not read the master-pieces of literature. They read Sunday school books, and Sunday-school literature is a diluted literature. Mr. Beecher called it 'the swill of God's house.' The enormous bulk of children's books is phenomenal. Forty years ago they read little, but that little was good. They absorbed what they could of the literature provided for their elders. Use the school as the place where real literature should be read, though one should not expect the child to understand all that he reads."

"Let us be careful how we accept a practice in education as an argument for its continuation. I agree with Mr. Lang that many of the things taught in the schools are an absolute waste of time.

"I sometimes see teachers trying to give details in geography, things that are not worth remembering. If we look at education as the cramming of information, we might not find time for the subjects that help to increase the richness and happiness of life."

The Study of History in the Schools.

At the recent Philadelphia meeting of the association of colleges and preparatory schools of the Middle States and Maryland, Prof. H. Morse Stephens, of Cornell university, handled the question, "Shall Historical Studies be a Necessary Part of College Entrance Requirements?" He said in part:

"From a university professor's view the answer to the question under discussion is that a historical requirement is entirely undesirable. It is better to have the freshman's mind turned on other studies so as to have them at entrance to use their own judgment than to have them filled up with erroneously taught historical ideas, for it is exceedingly difficult to eradicate such ideas when once formed. Youthful passion and patriotism in the present school are especially likely to mislead the student. I would rather have them come to me with their minds a blank than have them filled with false historical ideas, for it is harder to remove these false ideas in history than in any other subject."

"But teachers ought not to look on this subject from a historical professor's point of view. For the sake of the schools, then, university examinations in history are desirable. There is no need before such an audience to defend the study of history either as a training for citizenship or as a scientific educational subject. But I want to turn rather to more special questions. It having been agreed for the sake of the school that history should be made necessary, what fields should be embraced?"

"In the *School Review* of July there are tabulated university requirements in history. I found that the diversity is terrible. Some form of unity certainly should be attempted. We have to be practical, and we must not attempt to increase the amount too much or else there will be more confusion. Prof. Hart, of Harvard, sent me a report of the university requirements suggested to be put in use there. In these two fields are recognized, each field containing two subjects. The first field contains Greek and Roman history, and the second, American and English history, the choice to be made by the candidate for admission. I do not

know whether it is wise to take one field or the other entirely. The choice, I think, should be made up of the four subjects. Greek and Roman history naturally come together with the study of the classics, and the study of Latin and Greek ought to be supplemented with Roman and Greek history.

"But for those who do not intend to go to college I think that English and American history should be given alone to them. If there is time for only one subject, that undoubtedly should be American history. If there is time for another I would say that English history is preferable, for that explains American history. How is instruction in the schools to be tested? You cannot do so by the examination paper. It is unfair to the teacher, to the student, and to the study of history itself. It should be supplemented with written reports, abstracts from recitations, essays, and similar work. Then honest teaching would be more likely to be recognized. The examination paper is no test at all. But you can hardly expect the above test from every school in the country. This being the case it is not necessary to make this a necessary requirement."

"The good teaching of history is a thing to be desired in our schools. This can only come through the employment of specialists in history to give instruction. History from being the most uninteresting subject, as it was when I went to school, has come to be the most attractive and instructive study now taught in our schools, and it has all come about owing to the employment of specialists as professors of history. These historical professors want the students to reflect and to work, and to accustom themselves to comparing ideas and facts. These professors do not want grim infants of mature years to listen to their teaching. They want them to understand the problems taught, that they may be enabled to practice more enlightened citizenship, and to be able to look at the great problems of the past, present, and future with an impartial view. This result will be good for the students, for the university, and for the subject alike."

BETTER SCHOOL BOOKS NEEDED.

Prof. John Bach McMaster, of the University of Pennsylvania, said that on one memorable occasion when certain characters were just from the bath and seeking something wherewith to dry themselves a certain person remarked that the dryest thing he knew of was history.

In some points Prof. McMaster agreed with Prof. Stephens as to the necessity of history as a college entrance requirement, but he criticised quite severely the school-books now in use in nearly all the schools. He stated the number of pages devoted to different periods of American history, the preponderance given to early Colonial days, and the meager number to later periods in the history of this country, constituted them largely histories of English events, to the corresponding disadvantage of what had more truly made American history.

"They are practically useless," he remarked, "as now offered for the use of the students, and the result is that when a boy is examined to see how much he knows of the subject, he knows nothing. There should be a book written to enable the boy who does not go to college to gain a good knowledge of American history of the present day, and let Pocahontas and the rest of them go. Then the boys of the present period would have that which few of them now possess, a good knowledge of historical events of other periods than colonial times."

He also agreed with Prof. Stephens that the most carefully planned examination cannot be quite fair, because of physical conditions. The boy who has a retentive memory full of crammed facts and the ready writer carry off the laurels, the nervous boy breaks down.

There ought to be text-books so written that, whether the pupils of the secondary schools go to college or not, they will give them a knowledge of history that will be practically useful in every-day affairs, instead of as now having boys leaving school whose knowledge in this direction will have to be picked up in political campaigns.

GENERAL HISTORY TO BE REQUIRED.

Prof. Lucy M. Salmon, of Vassar college, stated that the history taught in the colleges and universities is conflicting. Greek and Roman are taught in forty-five and American in forty-two institutions, and yet American history should be taught the country over. These courses are very unsatisfactory, and as a consequence suggest a remedy which will give to the student a good knowledge of American history, whether the intention is to take a college course or not. If it is desired to enrich the curriculum of the secondary and and lower grades, the entrance requirement should be general history, and the very general adoption of the study in this form seems proof of the argument.

MORE RATIONAL METHODS NEEDED.

C. A. Herrick, of the Central high school, said that a study of the system of teaching history in the schools and colleges as now followed showed it to be most unsatisfactory, and the hours devoted to Greek as to history are as five to one. A more rational kind of history should be devised and more of it. General history as taught in the schools fails to give the student the knowledge desired. The schools should give at least two years to the

study of history, either ancient or modern, with their surrounding incidents.

(Reports of Meeting will be continued in THE SCHOOL JOURNAL next week.)

Course of Study Reform in California.

For something like ten years the University of California has had an accrediting system for the secondary schools of the state. The members of various departments of the faculty visit, yearly, the schools that apply for accrediting and graduates of such schools as are reported upon favorably by the visiting committee are received into the university without examination. Of course the underlying motive in the whole scheme is to establish an affiliation between the university and the lower schools, in order that each may understand the other's problem and difficulties and that both may work together for the unifying of the educational system. In 1894 the university adopted a plan that was intended to help toward the more complete accomplishment of this purpose.

In January of that year there was issued from the office of the president of the university to principals of secondary schools throughout the state a circular of which the opening paragraph read as follows: "In view of the advantages that have already accrued to the schools and to the University of California from the close and harmonious relations existing between them, and in the belief that a well-knit system of education can be secured only by frequent discussions of common interest, the university proposes the holding of educational conferences at Berkeley. It will invite to these conferences those concerned in the co-ordination of the factors common to secondary and higher education and in the organization and development of schools whose work immediately precedes that of the university."

Four such conferences have been held; two in '94 and one each in '95 and '96. The '95 conference was held in Los Angeles; the others in Berkeley. At each of the Berkeley conferences there were three sessions; a social meeting on Friday evening and two business meetings on Saturday. The members were entertained at luncheon on Saturday by the president of the university.

At the first conference a standing committee was appointed to prepare material that might serve as the basis for discussions at the various meetings. This committee has made two reports. The first report was an elaborate schedule showing the existing condition of affairs as regards the course of study in the secondary schools of the state and of the country at large. This report was printed in the president's report to the board of regents for 1894. The second committee report presented in a series of propositions, an outline scheme "for all courses of general culture in California high schools." These propositions were discussed by the conference that met May, 1896, and all but one were adopted. They will be furnished in a later number.

In the county institutes and the meetings of the state teachers' association matters of importance to the elementary schools have always received the greater share of attention. These conferences are almost the only broadly representative organization for the discussion of secondary school matters. They are supplying a long-felt want in this respect and are doing immense good.

Dr. Boone will address New York Teachers.

Dr. Richard G. Boone, president of the state normal school, Ypsilanti, Mich., will deliver an address at the Normal college, December 21, at 4 P. M. The subject of the address, which will be given under the auspices of the New York City Teachers' Association, will be "Education and the Institutions." Dr. Boone is an effective speaker, and he impresses his hearers as a man who has solidly grounded pedagogic convictions, and who loves the work for the education of the rising generation.

New Hampshire Teachers Meet.

DOVER, N. H.—The forty-third annual meeting of the New Hampshire State Teachers' Association brought together between seven and eight hundred teachers.

Ross Turner, of Salem, Mass.; spoke on "Art in the Schoolroom through Decoration and Works of Art" and "Music" was treated by Professor Friedrich Zuchtmann and "Drawing" by Walter Sargent, supervisor of drawing, North Grafton, Mass. Hon. Fred. Gowing, State superintendent of public instruction, spoke on "The Unification of the Educational Forces of the State," and "How Can Teachers Best Prepare Themselves for the State Examinations?" Miss Flora E. Kendall, superintendent of schools, Athol, Mass., gave an address upon "The Teacher of the Twentieth Century." A lecture on "Modern Types of Greatness" was given by Dr. William J. Tucker, president of Dartmouth college.

Considerable time was given to the discussion of "The Rural School Problem." G. T. Fletcher, of the Massachusetts State Board of Education, took for his subject "A Plea for Rural Schools," "Desirable Educational Legislation," was discussed by Superintendents Folsom, of Dover; Harris, of Keene; Simpson, of Portsmouth; and Cragin, of Laconia.

Resolutions were passed condemning the state administration for failing to pass educational appropriations; urging consideration of the topics of state aid, longer term of attendance, and more stringent truancy laws, and unification of educational forces. A more cordial and active co-operation on the part of teachers for the advancement of education was recommended.

It was also resolved, that the suggestion of State Supt. Gowing relative to unification of the forces of educational organizations of the state meet with the approval of this also.

The committee appointed will report at the next meeting of the association.

Winter Meetings.

December 28-30.—Fourth Annual meeting of the Council of Grammar School Principals of New York State at Syracuse. W. H. Benedict, Elmira, President.

Dec. 28-30.—Western Penman's Association at Chicago.

December 28-31.—Nebraska State Teachers' Association at Lincoln.

December 29-31.—New York State Science Teachers' Association at Syracuse.

December 29-31.—Indiana State Teachers' Association at Indianapolis.

December 29-31.—Maine Pedagogical Society at Lewiston.

February 16, 17, 18.—Meeting of the Department of Superintendence of N. E. A. at Indianapolis, Ind. Supt. C. B. Gilbert, Newark, N. J., president.

December.—Holiday Conference of the Associated Academic Principals of New York State at Syracuse.

Dec. 28.—Oregon State Teachers' Association at Salem.

Dec. 28.—Florida State Teachers' Association at Ocala.

Dec. 28.—Louisiana State Teachers' Association at Lake Charles.

Dec. 28.—New Mexico Teachers' Association of Santa Fe at Locorro.

Dec. 28.—Arizona State Teachers' Association at Phoenix.

December 28-30.—Michigan State Teachers' Association at Lansing, president, C. O. Hoyt, Ypsilanti; secretary, J. Schiller, Niles.

December 28-30.—New Jersey State Teachers' Association at Trenton, S. E. Manness, Camden, president; J. H. Hulsmath, Dover, secretary.

Dec. 28-30.—Idaho State Teachers' Association at Pocatello.

Dec. 28-30.—South Dakota State Teachers' Association at Pierre.

Dec. 28-31.—Oklahoma State Teachers' Association at Oklahoma City.

Dec. 28-30.—Montana State Teachers' Association at Great Falls.

Dec. 28-30.—Maine State Teachers' Association at Lewiston.

December 28-31.—California State Teachers' Association at San Jose.

December 29.—Iowa State Teachers' Association at Des Moines.

Dec. 29.—Kansas State Teachers' Association at Topeka.

December 29-30.—Southeast Missouri Teachers' Association at De Soto.

December 28-31.—Colorado State Teachers' Association at Denver.

December 28-31.—California State Teachers' Association at San Jose.

Dec. 29, 30.—Texas State Association of Principals and Superintendents at Austin.

December 29-31.—Southern Educational Association at Mobile, Ala. Pres., Supt. J. H. Phillips, Birmingham, Ala., Sec'y Geo. B. Cook, Hot Springs, Ark.

December 29-31.—North Dakota State Teachers' Association at Fargo. Supt. Wm. T. Perkins, of Bismarck, Pres't.

December 29-31.—South Central Missouri Teachers' Association at West Plains.

December 29-31.—Illinois State Teachers' Association at Springfield.

December 29-31.—Wisconsin State Teachers' Association at Milwaukee.

December 29-31.—Colorado State Teachers' Association at Denver. P. K. Pattison, Colorado Springs, president; Fred. Dick, Denver, secretary.

Dec. 29-31.—Missouri State Teachers' Association, Sedalia. W. H. Martin, pres't; J. A. Whiteford, Sec'y.

December 29-31.—Minnesota State Teachers' Association at St. Paul; S. S. Parr, St. Cloud, Pres.

July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

The thirty-seventh scientific session of the American Academy of Political Science will be held at Horticultural Hall, Philadelphia, December 18, at 8 P. M. Dr. Nicholas Murray Butler will read a paper on "The Administration of City Schools." The subject will be discussed by Dr. Brooks, superintendent of schools, Philadelphia; Hon. N. C. Schaeffer, state superintendent of public instruction, of Pennsylvania, and Dr. Robert Ellis Thompson, president of Central high school, Philadelphia.

Brooklyn's School Plan.

The Brooklyn Principals' Association has adopted the following resolutions with reference to a plan for a school board for the borough of Brooklyn under the proposed Greater New York charter:

The borough of Brooklyn shall have a school board of forty-five members.

The members of the present board of education of the city of Brooklyn shall be continued for the terms for which they were appointed.

The terms of office of the members of the new board shall be three years—fifteen to be appointed each year, as the terms of the members of the present board of education shall expire.

The powers and duties of the school board of the borough of Brooklyn, shall be:

First.—To formulate and adopt rules and bylaws for the conduct of the affairs of the board.

Second.—To receive, apportion, and expend all moneys for the maintenance of the schools under its control; to select and purchase sites for new buildings; to erect buildings, and to make such repairs and structural changes in buildings as in its judgment shall be necessary.

Third.—To elect a superintendent of schools and assistant superintendents not exceeding in all one for every 500 teachers.

Fourth—To elect a superintendent of buildings.

Fifth—To appoint as principals and teachers persons who are duly qualified and hold the requisite certificates, and to formulate and adopt rules and bylaws for the promotion of teachers and for their transfer from one school to another.

Sixth—To elect a secretary and as many additional clerks and assistants as may be necessary for the proper conduct of the business of the board.

Seventh—To formulate and adopt rules for the government and control of the superintendent of schools and the assistant superintendents.

Eighth—To formulate and adopt rules specifying the method of procedure for the suspension and removal of teachers.

Ninth—To act as trustees of the teachers' retirement fund.

Botanical Scholarships.

The Missouri Botanical Garden at St. Louis, is an institution founded for the purpose of giving theoretical and practical instruction to young men desirous of becoming gardeners. The instruction offered does not duplicate the courses given in the state agricultural colleges of the country, but it is quite distinct and limited to what is thought to be necessary for training practical gardeners.

In accordance with resolutions adopted by the trustees in 1889, there are six scholarships to be granted as the result of a competitive examination to young men between fourteen and twenty years; no scholarship is to be held by the original recipient for more than four years. Garden pupils thus appointed, are regarded as apprentices to the garden, and shall be paid for their services the following wages: for the first year \$200; for the second, \$250; for the third, \$300, together with plain, but comfortable lodgings convenient to the garden. No pupil shall be required to do manual work for more than five hours a day, the remainder of the time being devoted to the study of horticulture, forestry, botany, and entomology, under the direction of the director of the garden. Practical instruction is given also in surveying and bookkeeping, so far as a knowledge of these subjects is necessary for a practical gardener.

The garden announces that one scholarship will be awarded by the director of the garden, prior to April next. Applications must be in the hands of the director not later than the last day of March.

Brooklyn Parents.

Plans were formulated of having on a given day in several of the public schools a meeting to which the parents will be invited, the same subject to be discussed at all the meetings. In nineteen of the public schools of Brooklyn on the afternoon of November 17 parents' meetings were held. The speakers were representatives of the board of education, the principals of the schools, and in one or two instances outside speakers. The subject discussed was, "How Can the Home Assist the School?" When the official program had been carried out, the parents present were given an opportunity to express their views, and time was left for the teachers to meet the mothers and fathers of their pupils personally. At some of the schools music was rendered by choirs composed of the boys and girls. Certainly to bring the teachers and parents together to discuss the subject of common interest to both—the development of the child—is the natural outgrowth, the flower, so to speak, of this nineteenth century effort in behalf of education. It is proposed to hold these meetings monthly.

The Manitoba School Question.

The proposed settlement of the Manitoba school question is given in a semi-official statement from M. Laurier as follows:—"Religious teaching is to be conducted in the public schools (1) if authorized by a resolution passed by a majority of school trustees, or (2) if a petition be presented to the board of school trustees asking for religious teaching and signed by the parents or guardians of at least ten children attending the school in a rural district, or by the parents or guardians of at least twenty-five children attending school in a city, town, or village. School work of a purely secular character will occupy the whole of the school day except the last half-hour, when the representative of any religious denomination will be allowed to come in and instruct the children belonging to his denomination, provided the parents are willing to have them remain. In cases where the people decide not to have this religious instruction, the regular school work will go on until the close of school hours."

Michigan Notes.

The upper peninsula will renew its efforts for a normal school at the coming meeting of the legislature. If successful it will give Michigan three normals.

The board of control of the Michigan mining school will ask the legislature to change the name of their institution to Michigan College of Mines.

After January 1 the county school commissioners ought to be able to get the ear of the state department. Ex-commissioner

Jason E. Hammond will become superintendent of public instruction. He has appointed D. E. McClure, commissioner of Oceana county, deputy, and Commissioner A. Hamlin Smith, of Kent county, chief clerk.

LANSING, DEC. 4.—Supt. St. John, of the state industrial school has forwarded, his biennial report to the governor. During the last two years, ending June 30, the school received 688 boys and released on full discharge 306, on leave of absence 307, of whom six have returned as improper subjects and three have died. There have been no escapes. The superintendent asks for an appropriation of \$60,000.

It is shown that since the opening of the school a total of 6278 children have been sent to the school. The number of white boys was 5881; colored, 372; Indians, 17. The number of boys in school June 30, 1896 was 539. The number of boys born in Michigan was 3756, and the number born in foreign countries, 1266 of whom 650 were born in Canada and 175 in Germany.

Mrs. Sarah B. Cooper and her daughter Harriet were recently found dead in bed at their home in San Francisco, both asphyxiated by gas. It is probable that Miss Cooper, who was afflicted with melancholia, arose after her mother had fallen asleep, and turned on the gas with suicidal intent.

Mrs. Cooper was widely known in educational circles for her interest in the kindergarten. She organized the second free kindergarten west of the Rocky mountains, and it was supported by the members of her Bible class who formed the now famous Golden Gate Kindergarten Association. Articles for the press, written by Mrs. Cooper, kindled an interest in behalf of needy children, and over \$300,000 was given toward carrying on the work. There are more than thirty kindergartens under this association, in which over 10,000 children have been trained. There is also a free normal training school for kindergartners, of which Mrs. Cooper was president.

Mrs. Cooper also took an active part in organizing the associated charities of San Francisco, and was a member of various clubs. All her services have been freely given, she has never received any recompense for her work.

PATERSON, N. J.—The death of Principal Miles J. Corse, one of Paterson's veteran teachers, occurred recently. The funeral was attended by all the principals of the city in a body, and many of the teachers and pupils.

Mr. Corse began to teach about thirty-seven years ago in Pennsylvania, and from there went to New Jersey. In 1874 he began his work in Paterson as principal of No. 5. A year later he was transferred to No. 2 where he remained for twenty-one years. Mr. Corse was a pioneer in introducing new and progressive books, and pedagogical works, and encouraging his teachers along professional lines. He found time in his very busy life to take the course in pedagogy in the New York university.

Pussy at School.

For a little child sitting in a chair nursing a kitten. Appropriate actions suggest themselves in the verse. "Do, mi, sol, do," should be sung.

Now pussy come and play at school
And sit up very straight,
Just listen now—you'll get bad marks,
If you are ever late.

So, pussy, say your A B C,
Don't make a face like that;
You know quite well, I'm sure you do,
That C A T spells "cat!"

Come, let me see you write your name,
Just hold the pencil so,
Don't say "Mieow, mieow, mieow,"
That's not your name you know.

I think I'd like to hear you sing,
'Twill give me great delight;
What's that you say? "You only sing
Upon the tiles at night?"

Well, never mind, just do your best
And sing this after me;
"Do, mi, sol, do," that's right and now
You'll have some milk for tea.

I'm very pleased indeed with you,
You've been so good to-day;
And school is over, so dear puss,
You now can go and play.

—Louis B. Tisdale.

The Waits.

At the break of Christmas Day,
Through the frosty starlight ringing,
Faint and sweet and far away,
Comes the sound of children, singing,
Chanting, singing,
"Cease to mourn,
For Christ is born,
Peace and joy to all men bringing!"

Careless that the chill winds blow,
Growing stronger, sweeter, clearer,
Noiseless footfalls in the snow
Bring the happy voices nearer;
Hear them singing,
"Winter's drear;
But Christ is here,
Mirth and gladness with Him bringing!"
"Merry Christmas!" hear them say,
As the East is growing lighter;
"May the joy of Christmas Day
Make your whole year gladder, brighter!"
Join their singing.
"To each home
Our Christ has come,
All Love's treasures with Him bringing!"

—From *The Old Garden and Other Verses*,
by Margaret Deland.

Over the Tubs.

Up from the laundry, all day long,
Comes the croon of a little song;
Low and plaintive, its measures seem
To rise and melt with the wreaths of steam.
Mrs. McGill in the mist below,
Heaping the linen, snow on snow,
Sings at her task as the moments fly;
Still as the busy hours go by,
Mrs. McGill, over the tubs,
Scrubs and washes, washes and scrubs.

Bare are her strong arms; rough and red
Her hands, with striving for daily bread.
While she works in the steam and foam,
Thoughts of the "childer," left at home,
Come to cheer her, till, after all,
The day seems short and the washing small;
For mother love, with tender spell,
Is working its ceaseless miracle;
While Mrs. McGill, over the tubs,
Scrubs and washes, washes and scrubs.

Down through the areaway there floats
The cry of the newsboy, strident notes
Telling how on a field of fame
A warrior won him a hero's name;
The sailors clung to a reeling deck,
And served the guns of a shattered wreck;
A hero mounted the ladder tall,
And plucked a life from the flaming wall;
While Mrs. McGill, over the tubs,
Scrubs and washes, washes and scrubs.

Six o'clock! And the music swells
Loud from the throats of a thousand bells;
So at last, when the shadows fall,
She draws about her a faded shawl,
While sweet content in the rough, worn face
Kindles a brighter than beauty's grace.
Home she hastens, where the long day through
The little ones watched and waited, too,
While Mrs. McGill, over the tubs,
Scrubs and washes, washes and scrubs.

Mrs. McGill, your humble name
Has no place in the rolls of fame.
Little it matters to such as you;
Brief the page is, the names are few.
Still I know that your faithful love
Finds a place in the scroll above.
So when my heart grows weak and faint,
This is the thought that stops complaint:
Mrs. McGill, over the tubs,
Scrubs and washes, washes and scrubs.

—Robert Clarkson Tongue, in the *Youth's Companion*.

As a preventive of the grip Hood's Sarsaparilla has grown in great favor. Try it.

From the Workshops.

Under this head will appear a series of descriptions of actual practice observed in educational institutions, also reports of lessons, plans of government, etc. The first of the articles given below is a verbatim report of recitations in arithmetic given by Miss Shaw in Humboldt school, Kansas City, Mo., on March 26, 1895—Class A, Grade 1, pupils six and a half months in school. This report was furnished by Supt. J. M. Greenwood to U. S. Com. Harris, and was published in a recently issued report of the Bureau of Education.

A Number Lesson.

Verbatim report of lesson given by Miss Shaw in Humboldt school, Kansas City—March 26, 1895—Class A, Grade 1—six and a half months in school.

Teacher. You may place eight one-foot rulers on the table.—(Louisa does so.)

Teacher. Class may count them.—Class. One, two, three four, five, six, seven, eight.

Teacher. You may form squares with the rulers.—(Boyd does so.)



Q. How many squares did you make with eight rulers?—Boyd. I made two squares with eight rulers.

Q. How many rulers did it take to make one square?—Boyd. It took four rulers to make one square.

Q. Four rulers and four rulers are how many rulers?—Willie. Four rulers and four rulers are eight rulers.

Q. Two times four rulers are how many rulers?—Fred. Two times four rulers are eight rulers.

Q. What two numbers added together make eight?—Freda. Four and four added together make eight.

Teacher. You may form triangles with the rulers.—(Joy L. does so.)



Joy L. I made two triangles and two rulers left over with eight rulers.

Q. How many rulers did you use in making one triangle?—Joy L. I used three rulers in making one triangle.

Q. What three numbers added together make eight?—Thomas. Three and three and two added together make eight.

Q. In eight there are how many threes?—Boyd. In eight there are two and two-thirds threes.

Teacher. You may form crosses with the rulers.—(Olga does so.)

Olga. With eight rulers I have made four crosses.



Q. How many rulers did she use in making one cross?—Lula. She used two rulers in making one cross.

Q. Two rulers and two rulers and two rulers and two rulers are how many rulers?—Della. Two rulers and two rulers and two rulers and two rulers are eight rulers.

Q. Four times two rulers are how many rulers?—Charley. Four times two rulers are eight rulers.

Q. In eight there are how many twos?—Lena. In eight there are four twos.

Teacher. You may place the rulers to form a straight line on the table.—(Joy H. does so.)

Q. How long is that line?—Charley. That line is eight feet long.

Teacher. Fred, you may come and separate this line into two equal parts. (Fred does so.)

Q. How long is each part?—Charley. Each part is four feet long.

Q. What is one-half of eight feet?—Fred. One-half of eight feet is four feet.

Teacher. Anna, you may divide the line into four equal parts. (Anna does so.)

Q. How long is each part?—Anna. Each part is two feet long.

Q. What is one-fourth of eight feet?—Boyd. One-fourth of eight feet is two feet.

Teacher. You may come to the table and show three-fourths of eight feet.—(Anna does so.)

Q. In three-fourths of eight feet there are how many feet?—Anna. In three-fourths of eight feet there are six feet.

Teacher. Fred, you may come to the table and divide the line into eight equal parts.—(Fred does so.)

Fred. I have divided the line into eight equal parts.

Q. How long is each part?—Fred. Each part is one foot long.

Q. What is one-eighth of eight feet?—Charley. One-eighth of eight feet is one foot.

(Teacher straightens the rulers.)

Teacher. Louisa may come to the table and separate the line to show how many yards in eight feet.—(Louisa does so.)

Louisa. In eight feet there are two and two-thirds yards.

Q. In seven feet there are how many yards?—Fred. In seven feet there are two and one-third yards.

Q. In six feet there are how many yards?—Charley. In six feet there are two yards.

Q. In five feet there are how many yards?—Fred. In five feet there are one and two-thirds yards.

Q. In four feet there are how many yards?—Boyd. In four feet there are one and one-third yards.

Q. In three feet there are how many yards?—Charley. In three feet there is one yard.

T. In two feet there are how many yards?—Olga. In two feet there are two-thirds of a yard.

T. In one foot there are how many yards?—Fred. In one foot there is one-third of a yard.

T. In two and two-thirds yards there are how many feet?—Joy L. In two and two-thirds yards there are eight feet.

T. In one and two-thirds yards there are how many feet?—Anna. In one and two-thirds yards there are five feet.

T. In two yards there are how many feet?—Joy H. There are six feet in two yards.

T. In one and one-third yards there are how many feet?—Anna. In one and one-third yards there are four feet.

T. In two-thirds of a yard there are how many feet?—Joy L. In two-thirds of a yard there are two feet.

T. In one-third of a yard there are how many feet?—Ivy. In one-third of a yard there is one foot.

Teacher. You may place eight measures of different sizes on the table.—(Louisa does so.)

—From *Report of U. S. Commissioner Harris for 1893-94.*

The President to Congress.

(A class-room talk.)

Teacher.—Some days ago I asked members of the school to read the president's late message which, according to custom, he transmits to Congress, in order to learn what he says about our domestic affairs and foreign relations. How many have done so? (John, Charles, Clara, and others raise their hands.) John you may tell us about Turkey.

John.—Inhuman and bloody deeds have been done in Turkey, but the president thinks there is an improvement in the situation. While American citizens have often been in great danger, no Americans have lost their lives during the disturbances. American property has been destroyed, for which the Turkish government has been asked to pay. Our country cannot interfere actively in Turkey, because it is against the settled policy of the government and because it might upset the plans European powers have laid out for reform. American warships are stationed in the eastern Mediterranean to protect Americans in case of danger and to afford means of refuge.

T.—There seems to be considerable misapprehension as to our policy toward European powers. From Washington down it has been to "avoid entangling alliances" with them. If England with her great navy found herself powerless to deal single-handed with this Turkish question, what could the United States expect to do? There are signs now of better things. It is said that England, France, and Russia have joined in a demand for reforms in Turkey and that if necessary they will support it by force of arms. James, what did the president say about Cuba?

James.—He probably considered this the most important subject he had to deal with, for he devoted more space to it than to any other. So far, neither side has shown that it can conquer the other. If anything, the revolution is stronger than it has ever been before. The Spanish hold the large towns, and the Cubans two thirds of the country districts. The latter have no government worthy of the name. There appears no sign of an end of the war, which is attended by great destruction of property and of life. The trade relations of the United States with the island are extensive; if it becomes clear that the war can only result in the ruination of the island, it will be necessary for the United States to interfere. The president thinks that time has not come yet.

T.—If there is any question that Americans take an interest in it is this one regarding the future of Cuba. Many think the president should have recognized the belligerency of Cuba months ago. It would have compelled Spain to conduct the war as a civilized nation should. Now the Spanish forces commit barbarities that one would only expect from American Indians or African savages. It is hoped for the honor of Spain that the reported murder of Gen. Maceo while visiting the Spanish camp under a flag of truce may prove to be untrue. However, it has roused the American people as nothing else could, and will probably have its effect on Congress. May the day not be far distant when poor Cuba will have a just and liberal government, under which the people can be prosperous and happy. Clara, tell us about Venezuela.

Clara.—Great Britain and the United States have agreed upon a treaty, by which the Venezuela boundary dispute is referred to a board of arbitration. It is believed that a treaty for the arbitration of all disputes between England and the United States is not far off.

T.—I wish you to fully appreciate the meaning of this treaty, both to the United States and to other American countries. If there is anything of which this administration has reason to be proud it is this. Last December when President Cleveland sent his famous message to Congress concerning Venezuela, many condemned him, because it brought temporary panic in business. The end proves it was a wise thing. It brought this matter to a head that has been under discussion for years, and has been a constant source of irritation and danger; it will cause the boundary to be surveyed and Venezuela to be protected from future encroachment; it will also protect Brazil from encroachment, for otherwise Great Britain, Holland, and France might want to extend the southern boundary of Guiana to the Amazon; it increases the prestige of the United States, by making it virtually the protector, under the Monroe doctrine, of the small nations of the Western continent. Strange as it may seem, it increases the friendly relations between Great Britain and the United States, and many statesmen are looking forward to a league of all English-speaking peoples. Emma, read the portion I have marked in regard to the currency.

Emma.—"We can have no assured financial peace and safety until the government currency obligations upon which gold may be demanded from the treasury are withdrawn from circulation and canceled. . . . by their exchange for long-term bonds bearing a low rate of interest, or by their redemption by the proceeds of such bonds."

T.—All are not agreed that this is the best policy; it is claimed that the greenbacks are one cause of the depletion of our gold reserve, and hence of our business disturbances. On this financial question there is a greater divergence of opinion than on any other. It should no longer be a football of politics; it should be

placed in the hands of a commission of experts for settlement. Charles, tell about the tariff.

Charles.—The president thinks that if the present tariff is given a fair chance it will yield sufficient revenue. For the fiscal year ending June 10, 1896, imports increased \$6,500,000 over the previous year, exports increased \$70,000,000, while the revenue from tariff was nearly \$8,000,000 greater than the year before. There was a deficit of \$25,000,000, but to balance this there is a gold reserve of \$100,000,000 and a further surplus of more than \$128,000,000.

T.—Some claim that the deficit and the fact that \$262,000,000 million in bonds have been issued indicate that further tariff legislation is necessary. The president's words show that he would veto anything in the way of higher tariff; in regard to tariff legislation he is master of the situation until after March 4. What other matter does he treat, William?

William.—Fortifications are being built rapidly. Ships are being added to the navy. Indians should be protected from liquor-dealers by a prohibitory law. Civil service rules now cover nearly all positions except fourth class postmasters. The postal department should not carry so much second-class matter at a loss, thereby leaving more money with which to provide better facilities for first-class matter. The remedy for trusts is state legislation.

T.—You see how varied and intricate are the questions that come before the president and his cabinet. Is it a wonder they make mistakes sometimes? Americans have the glorious privilege of criticising, and I am glad that it is so. In Europe, free opinion, through the press, is either partly or wholly suppressed. This is a government of the people and the soundest ideas on great questions, through free discussion, must in the end prevail.

Lessons in Percentage.

(Condensed stenograph report of lessons given by Prin. A. B. Guilford, Jersey City.)

1. Review of previous work.

From this place to the door is what? "A distance."

What am I doing? (Teacher, walks to door counting steps as he proceeds.) "You are measuring the distance."

With what am I measuring? "With steps."

Give me the result of the measuring. "It is six steps from you to the door."

What have I represented on the board? (twelve dots.) "The number twelve."

What am I doing with this number? (Marking off in twos.) "You are measuring it."

What measure am I using? "The number two."

What is the result of my measuring? "The measure is used six times to measure twelve."

Can you think of anything else that may be measured? "Time may be measured."

What is time? "It is a duration."

With what may time be measured? "With another time or duration."

What is the result of measuring one time with another time? "A finding of how many of one duration there are in another duration."

Compare, in each of these measurements, the thing measured with the measure used regarding kind. "The measure is of the same kind as that which is measured."

In arithmetic we have certain names that we use when measuring. Think of the illustration that we used. Describe the number twelve. "It was the number measured."

We call it the dividend. You may define. "The dividend is the number measured."

Describe the number two. "It is the measure used to measure the dividend."

We call this the divisor. Define the divisor. "The divisor is the number used to measure the dividend."

Describe six. "It shows the number of divisors in the dividend."

We call this the quotient. Define the quotient. "The quotient shows how many of the measures there are in the number measured—how many divisors there are in the dividend."

Divide twelve by two. Compare the measure in this case with the number measured, regarding size. "The measure is smaller than the number measured."

Compare the quotient with one. "The quotient is more than one."

If you measure two with twelve as a measure what will the quotient be? "The measure will be used one-sixth of one time."

Compare the size of the dividend and divisor in this case.

"The divisor is larger than the dividend."

Compare the quotient with one. "The quotient is less than one."

Make a general statement drawn from the last two illustrations. "If the dividend is larger than the divisor the quotient will be more than one; if the dividend is less than the divisor, the quotient will be less than one."

There are several ways of expressing relations sustained by dividend, divisor, and quotient. They are given below.

$$2)12 \quad 12 \div 2 = 6 \quad \frac{12}{2} = 6 \quad 2)12(6.$$

It is necessary that pupils understand each and all of these ways of expressing the idea of measuring.

Beginning Mensuration. IV.

Lessons given by Mr. CHARLES E. ROSENTHAL, fourth assistant in Grammar School No. 20, New York City. Reported by himself.

What will it cost to paper the walls and ceiling of a room 22 ft. long, 18 ft. wide, 12 ft. high, with American paper 8 yds. long and $\frac{1}{2}$ yd. wide, making an allowance of 2 feet for baseboard and making deductions for 2 windows, each 6x3 ft. and one door 8x4 ft., at \$40 a roll?

(Fig. 10, represents this room.)

How long is wall ABCD?—Rothman? "It is 22 ft. long."

How high? "12 ft. high."

By what kind of a figure will you represent this wall? "By a rectangle." Do so on the board taking one inch to a foot.

How about the other walls—how will you represent them?

"By rectangles, joining one with the other."

Complete your long rectangle,

How long is this rectangle? "It is 80 ft. long."

Or how many yds long? "26 $\frac{2}{3}$ yds."

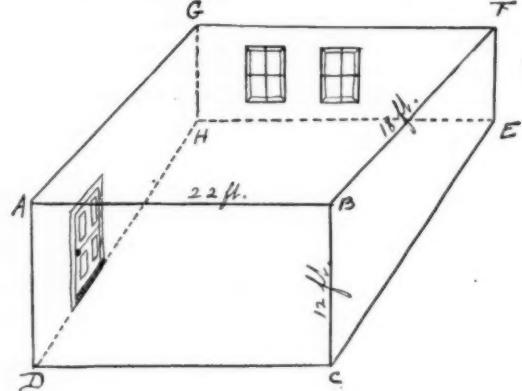


FIG. 10.

And how high? "12 feet high." (See Fig. 11.)

How wide is each roll of paper? "It is $\frac{1}{2}$ yd. wide."

How many times is the width of this roll of paper (holding it up) contained in the entire length of the four walls? (Answer, not satisfactory.)

I require the boy to draw a line on the board one yard long, and requested him to ascertain the number of times the width of the roll was contained in the one yard. He answered readily two widths.

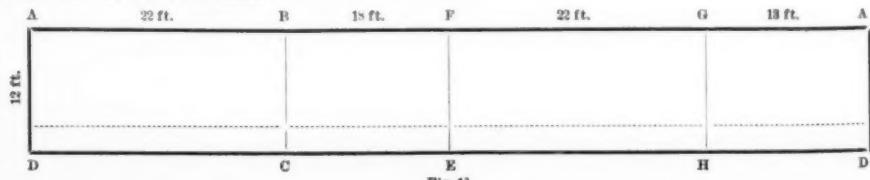


Fig. 11.

In two yards how many widths? "Four widths."
 In four yards? "Eight widths."
 In twenty yards? "Forty widths."
 In twenty-six yards? "Fifty two widths."
 In 26 $\frac{1}{2}$ yards? (Answer, unsatisfactory.)
 In one yd., how many widths? "Two widths."
 If it takes two widths for one yard, then for $\frac{1}{2}$ of a yd. how many widths will it take? "It will take $\frac{1}{2}$ of 2 widths = 1 width."
 Then in 26 $\frac{1}{2}$ yds. how many widths? "53 $\frac{1}{2}$ widths."
 Can you buy $\frac{1}{2}$ of a width? "I cannot."
 What will you do? "I shall take one whole width."
 But a whole width will be too much? " $\frac{1}{2}$ of the width will be wasted."
 Then how many widths are you obliged to take? "54 widths."
 Read the problem. (Reads). You read that two feet were to be allowed for the base board. (On the diagram I required the boy to represent this base board by a dotted line. See Fig. 11.)
 This baseboard cuts off a part of what dimension,—Unger?
 "It cuts off a part of the height."
 How much of the height will be papered? "Ten feet."
 Will the paper hanger, in cutting from the roll, cut off 12 feet for each strip? "He will cut off 10 feet for each strip."
 If each strip must be 10 feet, how many strips can he cut from a roll which is 8 yds. or 24 feet long? "He can cut 2 $\frac{1}{2}$ strips."
 Will he paste $\frac{1}{2}$ of a strip on the wall? "No, he will not."
 What will he do with the $\frac{1}{2}$ of a strip? "He will throw it aside."
 How many strips can actually be cut out of every roll? "Two strips."
 How many widths or strips did we find it would take for the walls,—Minkow? "54 widths or strips."
 How many strips can you get from one roll? "Two strips."
 Since one roll is required for two strips, how many rolls will be required for 54 strips? "27 rolls will be required."
 We shall now consider the ceiling. As there is very little loss through waste, either in matching or covering corners, I think both methods,—the method by area and the method by strips—will give the same results.
 How may we represent the ceiling,—Anderson? "By a rectangle."
 How long is the ceiling? "22 ft. long." How wide is it? "18 ft. wide." Represent this rectangle on the board.
 How many yds. in 18 ft.? "6 yds."
 If the wall paper is $\frac{1}{2}$ yd. wide, how many widths or strips will it take to cover the ceiling? "Twelve widths or strips."
 How long will each strip have to be? "22 ft. long."
 If each strip must be 22 feet long, then how long must twelve strips be? "264 feet."
 How many feet in one roll? "24 feet in one roll."
 For 264 feet, how many rolls of paper? "11 rolls will be needed."
 If there were no windows and no door, 27 rolls would be required for the walls. (See Fig. 10.) We have two windows and one door, and we are compelled to make allowances for them.
 How high is each window? "Six feet."
 How wide? "Three feet wide."
 What is the area of the space occupied by one window? "18 square feet."
 And of the space occupied by two? "36 square feet."
 How high is the door? "Eight feet high."
 How wide? "Four feet wide."
 What is the area of the space occupied by this door? "32 square feet."
 What is the total area of spaces occupied by windows and door? "The total area is 68 square feet."
 How many square yds. in 68 square feet? "7 $\frac{1}{2}$ square yards in 68 square feet."
 How long is a roll of paper,—Patterson? "8 yards long."
 How wide? " $\frac{1}{2}$ yard wide."
 What is the area of its surface? "Its area is 4 square yards."
 Since it takes 4 square yards for one roll of paper, then for 7 $\frac{1}{2}$ square yards, how many rolls will it take to cover this space? "It will take 1 $\frac{1}{2}$ rolls."
 What will you do with the 1 $\frac{1}{2}$ rolls? "Deduct them from the number of rolls required for the walls."
 After deducting the 1 $\frac{1}{2}$ rolls, how many rolls do you find it will actually take to cover the walls? "It will take 25 $\frac{1}{2}$ rolls."
 Can you buy $\frac{1}{2}$ of a roll? "I cannot; I shall be obliged to buy a whole roll."
 Then how many rolls will you buy for the walls? "I shall buy 26 rolls."
 How many rolls for the ceiling? "11 rolls."
 Then for the walls and ceiling how many rolls? "37 rolls."
 At \$.40 a roll what will 37 rolls cost? "\$14.80."

School-Room Decoration.

(CONTINUED FROM LAST WEEK.)

Fifth Year.

"The teaching of literature and geography, as well as history could be greatly advanced by a well-chosen series of pictures in the schools."

EDWIN D. MEAD.

GENERAL ART CULTURE.

Casts.

Maiden of Lille (bust) attributed to Raphael
 Chariot of Diomedes.
 Water Nymph (jar on shoulder) Goujon
 Longfellow (bust).
 Panels of Gothic-leaf ornament.

Pictures.

Artists for Special Study :	End of Labor	Breton
Rosa Bonheur.	Horse Fair	Rosa Bonheur
Jules Breton.	Ploughing	" "
	Norman Sire	" "
	Noble Charger	" "
	Humble Servant	" "
	Pharaoh's Horses	Herring
	Society of Friends	" "
	Three Members of a Temperance Society	" "
	Thoroughbred	Hardy
	Chariot of the Biga—photograph	Capitol Museum
	Shoing of the Horse	Landseer
	Stories of Olden Times	Hiddemaen
	St. Cecilia	Raphael or Hoffman
	Nydia	Max
	Hope	Burne Jones
	Iris	(colored) E. F. Parker
	Jack in-the-Pulpit	" "
	Tulip	" "
	Indian Corn and Apples	A. C. Nowell

LITERATURE.

Portrait of Longfellow.
 Old Craige House, Cambridge.
 Poets' Corner, Westminster Abbey.
 Old Stone Mill, Newport.
 Belfry of Bruges, Brussels.
 Evangeline. Boughton, Faed or Douglass
 Grand Pre: Home of Evangeline.
 Nova Scotia.

Portrait of Washington Irving.
 "Sunnyside"—Tarrytown.
 Red Horse Inn—Irving's room, Stratford-on-Avon.
 Joseph Jefferson as Rip Van Winkle.

HISTORY.

Portrait of Washington.
 Portrait of Franklin.
 Washington's Home at Mt. Vernon.
 Washington's Monument.
 Washington Crossing the Delaware. Leutze
 Washington at Trenton. Faed
 Independence Hall, Philadelphia.
 Old Liberty Bell, Philadelphia.
 Photograph of Statue of Nathan Hale.
 Photograph of Statue of Franklin, Electrical
 Building, World's Fair.

GEOGRAPHY.

Public Square, Montevideo.
 Street Scene in Lima.
 Santiago Houses of Congress.
 London Bridge.
 Grand Canal, Venice Gautier
 Ducal Palace and Campanile, Venice.
 Challenge on the Snow Thoren
 Windsor Castle.
 Houses of Parliament, London.
 On the Coast near Scheveningen
 Market Place, Amsterdam.
 Dutch Girl with Cat, Hoecker.
 Hardanger Fiord. Rosendale or Schottze
 Cologne with Bridge of Boats.
 Theergarten, Berlin.
 Nikko Temple, Japan.
 Palm Forest, Egypt.
 Study of an Arab (colored).
 Street Scene in Cairo.
 An Ostrich Farm, Australia.

Gothic Style.

HISTORIC ART.

Amiens Cathedral, France.
Notre Dame Cathedral, Paris.
St. Ouen Cathedral, Rouen.
Cologne Cathedral, Germany.
Lincoln Cathedral, England.
York Minster, England.
Westminster Abbey, London.
Old Trinity Church, New York.
St. Patrick's Cathedral, New York.
Trinity Church, New Haven.
Christ Church, Broadway, New Haven.

Sixth Year.

"You must look at pictures studiously, earnestly, honestly. It will take years before you come to a full appreciation of art, but when at last you have it, you will be possessed of one of the purest, loftiest and most ennobling pleasures that the civilized world can offer you."

JOHN VAN DYKE.

GENERAL ART CULTURE.

Casts.

Ariadne the Deserted
Athene (bust).
St. Cecilia (relief)
Walking Lion (relief)
Lion of Lucerne
Panel of Egyptian Lotus.

from the Vatican
Bargello
Barye
Thorwaldsen

Pictures.

Artists for Special Study:
F. S. Church.
Geo. Boughton.

The Angelus
Temperance
The Young Shepherdess
End of the Harvest
Return of the Reapers
Day in Autumn (colored)
Pandora's Box
Una and the Lion
Knowledge is Power
The Viking's Daughter
Lions at Home
An Old Monarch
Lioness at Home
Bronze Lion—Berlin
Napoleon and the Sphinx
Arbutus (colored)
Nasturtiums
Clover
Daffodils

Millet
Burne Jones
Munier
Wetherbee
Minet
Harlow
F. S. Church
Rosa Bonheur
Douglass
Wolf
Gerome
Maud Stunn

LITERATURE.

Whittier.
Portrait of Whittier.
Home of Whittier, Oak Knoll, Danvers.
Home of Whittier—Amesbury.
Barefoot Boy.

Emerson.
Portrait of Emerson.
Emerson House—Concord.

Dickens.
Portrait of Dickens.
Gads Hill—Home of Dickens.
Old Curiosity Shop—London.

HISTORY.

Historical Reading: Eggleston's History of U. S.
Portrait of Thomas Jefferson.
Portrait of Alexander Hamilton.
The Viking Ship (colored)
Pilgrims Going to Church
Priscilla
Bunker Hill and Monument.
Boston Common and Frog Pond.
Old South Church, Boston.
Washington Elm, Cambridge.
Washington Monument.

J. G. Tyler.
Boughton
" " " "

GEOGRAPHY.

The New World.
Ice Palace—Montreal.
Lachine Rapids, St. Lawrence River.
Falls of Montmorenci.
View of Quebec.
Harper's Ferry, Virginia.
Delaware Water Gap.
Tropical Scene in Florida.
Garden of the Gods and Pike's Peak.
Old Faithful Geyser—Yellowstone Park.
Mt. St. Elias.
Muir Glacier, Alaska.
Ranchita. A Mexican Home.
View on the Amazon.
Rio Janeiro Harbor.

Egyptian.

Bridge between Santiago and Valparaiso.
Native Village on Panama Railroad.
Coffee Plantation, Brazil.
Ruins of Aztec Temple, Yucatan.

HISTORIC ART.

View of Pyramids of Gizeh.
View of Sphinx and Pyramids.
View of Obelisk, "Cleopatra's Needle."
View of Temple of Karnak, the Propylon.
View of Temple of Karnak, Columns of the Great Hall.
View of Colossi of Memnon.
View of Edion Temple.
View of Temple of Ipsamboul.
View of Isle of Philae and Pharaoh's Bed.
View of Gateway, Grove St. Cemetery, New Haven.

Assyrian.

View of Restoration of Palace of King Sargon,
Khorsabad, Assyria.
Relief, Winged Bull, Nimroud.

Seventh Year.

"The influence of a picture is beyond human calculation. It is like the kind word fitly spoken—it can never die."

GENERAL ART CULTURE.

Casts.
Victory, untying Sandal
Hermes (bust).
Panels, Partbenon Frieze
Scott (bust),
Panels of Anthemion ornament.

Pictures.

Queen Louise
Pandora
Atalanta's Race
Reading from Homer
The Golden Stairs
A Morning Landscape
Villa d'Avray
Paysage
Landscapes
Eight Bells
Man in Boat Fishing
La Nuit
Morning in Venice
Scotland Forever
Jeanne d'Arc
Photo of Statue of Joan the Shepherdess
Wild Rose (colored)
Dogwood
Cosmos
Trumpet Flower

Richter
Sichel
Poynter
Alma Tadema
Burne Jones
Corot
Geo. Inness
Winslow Homer
" "
Mesdag
Ross Turner
Thompson
Le Page
Museum, Luxembourg

E. F. Parker
" "
Paul de Longpré

LITERATURE.

Portrait of Lowell.
" Elmwood," Cambridge.

Portrait of Bryant.
Bryant's Homestead.

Portrait of Scott.
Abbotsford.
Scott's Monument, Edinburgh.
Ellen's Isle, Loch Katrine.
Melrose Abbey.

Portrait of Burroughs.
Home of Burroughs.

HISTORY.

Portrait of Columbus.
Portrait of John Quincy Adams.
Portrait of Daniel Webster.
Photograph of Lief Erickson's Statue
in Boston
Lief Erickson's Expedition to America
in 1001, Whitely
Edwd. Moran
Sailing of the Mayflower
Return of the Mayflower
Declaration of Independence

Bayes
Boughton
Trumbull

GEOGRAPHY.

Rock of Gibraltar.
Westminster Abbey, London.
Covent Garden Market, London.
Lake Como, Switzerland.
Chamounix and Mt. Blanc.

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The Old World	Mt. St. Michaels, France.	Enneking	The Vintage Festival	Alma Tadema
	Zaandem—windmill and canal.		Harvest Moon	Mason
	Watch Tower on the Rhine.		Breaking Home Ties	Hovenden
	Venice	Leu	Purple Lilacs (colored)	Longpré
	The Rialto, Venice.	Thoren	Magnolia, "	
	Sunset at Capri		Thistle, "	
	The Impressed Team		Lady Slipper, "	
	Constantinople and the Bosphorus.			LITERATURE.
	Swartisen Glacier, Norway.			
	River with House Boats, Canton, China.	Schreyer		
Greek.	Halt on the Oasis		Portrait of O. W. Holmes.	
	Distant View of the Himalayas.		Holmes House, Cambridge.	
	Mikado's Palace and Garden, Kioto, Japan.		Portrait of Goldsmith.	
			Portrait of Tennyson.	
	HISTORIC ART.		House of Tennyson—Isle of Wight.	
	View of Acropolis and Parthenon.		"The Holy Grail" Frieze in Boston Public Library, by Abbey.	
	" " " Temple of Jupiter.		Portrait of Shakespeare.	
	" Parthenon, Doric Order.		Photograph—Bust of Shakespeare in Stratford.	
	" Temple of Theseus, Doric Order.		Stratford-on-Avon and Home of Shakespeare.	
	" Erechtheum and Caryatid Porch,		Anne Hathaway's Cottage.	
Eighth Year.	Ionic Order			HISTORY.
	" Temple of Wingless Victory,		Portrait of Lincoln	Marshall
	Ionic Order		Photograph—Statue of Lincoln	St. Gaudens
	" Choragic Monument of Lysicrates,		Portrait of Grant	Marshall
	Corinthian Order.		Prisoners to the Front	Winslow Homer
	Old State House, New Haven Green.		In the Hands of the Enemy	Hovenden
	Portico Sheffield Physical Laboratory (old Sheffield residence), designed by Ithiel Towne.		Soldier's Dream	Detaile
	Photo of Statue of Mars.			
	" Athene.		Portrait of Gladstone.	
	" Melpomene.		Portrait of Gladstone with his Grandchildren.	
GENERAL ART CULTURE.	" Winged Victory.		Hawarden Castle—Home of Gladstone.	
	" Bust of Zeus.			GEOGRAPHY.
	" Hera.		Golden Gate, San Francisco.	
	" Athena.		New York from the Bay	Edward Moran
	" Apollo.		Venice	"
	" Hermes.		Approach to Venice	Turner
			Appian Way, Rome.	
			Castle of St. Angelo and the Tiber.	
			Norwegian Wedding Party.	
			Buda Pesth—Palace and Bridge.	
Artists for Special Study:	Casts.		Champs Élysées, Paris.	
	Orpheus, Eurydice and Hermes (relief).		Eiffel Tower,	
	Alexandrian Procession	Thorwaldsen	Heidelberg Castle, Germany.	
	Heads from Trajan Column.		Schaffhausen—Falls of the Rhine.	
	Julius Caesar (bust).		The Matterhorn, Switzerland.	
	Lincoln (bust).		Fish Market, Bergen.	
	Panel of Roman Acanthus Scroll.		Market Place, Nuremberg.	
			Liverpool from the Mersey.	
			Fujiyama, Japan.	
			Buddhist Tower, Benares, India.	
Edw. Moran.	Pictures.		Imperial Courier	Schreyer
	The Gleaner	Millet		
	Sea Melodies	Edward Moran		
	Fighting Temeraire	Turner		
	The Sea	Harrison		
	The Old Toll House (colored)	Harlow		
	Early Spring	Isenbart		
	Vestal Tuccia	Le Roux		
	The Blessed Damosel	Rossetti		
Turner.				
Roman				
HISTORIC ART.				
Studies in Historical Method.				
The Descent of England's Sovereigns.				
School Manual of Classic Music.				
Motion Songs for Public Schools.				
Brush Work for Kindergarten and Primary Schools.				

NEW BOOKS.

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In December: The Merchant of Venice and Cymbeline.

In January: The Tempest.

The remaining volumes are in preparation. Send for descriptive circulars. Cloth. Each play in a volume, 40c.

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ENCE. By F. H. Bailey. Cloth, 120 pages, 50 cents. A revised and enlarged edition, containing parts I. and II. of a course in Physics for grammar schools.

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= Boston, New York, Chicago.

Byzantine.

Photo, Statue of Augustus, Vatican.
 " " Diana of Versailles.
 " " Mercury seated.
 " Bust of Antinous.

Romanesque.

Mosque of St. Sophia (Constantinople).
 Mosque of San Vitale, Italy (copied from St. Sophia).
 Mosque of Omar, Jerusalem.
 St. Marks, Venice (eastern).
 Cathedral of Pisa with leaning tower (western).
 Winchester Cathedral, England
 United Church on New Haven Green.
 Center " " "
 Osborn Hall, New Haven.
 Trinity Church, Boston.

Supplementary.

HISTORIC ART.

Renaissance.

Duomo and Campanile, Florence.
 St. Peter's, Rome.
 St. Paul's, London.
 Ch. St. John Lateran, Rome.
 Ch. Salute, Venice.
 Pantheon, Paris.
 Palace of Louvre, Paris.
 Versailles, Paris.
 Opera House, Paris.
 The Invalides, Paris.
 Heidelberg Castle, Germany.
 Theatre, Berlin.

Books.

In a spicy book of adventure Frank R. Stockton tells of the adventures of *Captain Chap* and his friends. These include exciting trips at sea, hunting adventures, meeting with Indians, etc. Mr. Stockton has contrived to make these very realistic; if the events never happened, the boys will all say they might have happened. The illustrations were furnished by Charles H. Stephens. (J. B. Lippincott Co., Philadelphia. \$1.50.)

The Facts of Life is the title of a book to teach the French language. This part considers Home Life—the School—Traveling—and Plants. The authors are Victor Betis and Howard Swan. It is in reality a dictionary, but the meaning of words is gained by their use in sentences. Price, 80 cents. (Imported by Charles Scribner's Sons.)

The sixth volume of the stories of the creators of American liberty, by Hezekiah Butterworth, bears the title of the *Wampum Bell*. In this series he has endeavored to teach history by fiction founded on notable incidents in the lives of the heroes. The wampum belt that figures in this story is the one delivered by the Lenape Indians on the Delaware to William Penn, at the great treaty made under the elm tree at Shackamaxon, in 1682. The author makes prominent the noble dealings of Penn with the Indians and the no less noble actions on their part in observing the treaty. The leading incidents in the story are founded on truth or on historic inferences or suggestions. The illustrations are by H. Winthrop Peirce. (D. Appleton & Co., New York.)

The Log of a Privateersman, by Harry Collingwood, is a story that contains adventures enough for the most romance loving youth. The story opens in 1804 when by reason of war the commerce of France, Spain, and Holland became the prey of British privateers. The young hero of the story participates in fierce fights, daring captures, and other adventures incident to such a wild, free life. The book has twelve illustrations by W. Rainey, R. I. (Charles Scribner's Sons, New York.)

In the stories of Thomas Nelson Page can be enjoyed the flavor of old Virginia life as in the works of no other writer. Their exquisite humor and pathos, their truthfulness to life, and their dramatic power give them front rank among dialect tales. In previous years we have had several of these stories, each in a handsome holiday volume. Now we have these issued in one book. The volume contains "Marse Chan: A Tale of Old Virginia," "Unc' Edinburg: A Plantation Echo," "Meh Lady: A Story of the War," "Ole 'Stracted," "No Haid Pawn," and "Polly: A Christmas Recollection." The illustrations are by such well known artists as W. T. Smedley, B. W. Clineinst, C. S. Reinhart, A. B. Frost, Howard Pyle, and A. Castaigne. The book has large type, wide margins, rough edges, gilt top, and beautiful cloth binding with elegant cover design. (Charles Scribner's Sons, New York.)

The Rogue's March, by E. W. Hornung, is a story which takes American readers into a field that is comparatively new to them. The scene is mostly in Australia, and there is an abundance of thrilling incidents and daring adventures. The greatly wronged hero of the story is finally restored to his friends and his character vindicated. (Charles Scribner's Sons, New York. 12mo., cloth, \$1.50.)

A Tragic Idyl, by Paul Bourget, is French in scene, character, and spirit. It paints, with much picturesqueness and power, people who are not above reproach morally, and in rather plain words. It is intensely emotional—dramatic. (Charles Scribner's Sons, New York.)

A well-known character of Mr. Frank R. Stockton's has been brought forward again in his latest story of *Mrs. Cliff's Yacht*. That amiable lady having been made immensely wealthy, it devolves upon the author to devise some way for her to spend it and it is not difficult for one of his resources to find it. In the course of events she purchases a yacht, which she calls the *Summer Shelter*, then she invites the clerical members of a synod of her denomination to join her in a trip to the West Indies, but a telegram changes the plan, and the yacht and its passengers—clergymen and all—are whirled off into exciting adventures with lawless men in which they all bear their part courageously. Mr. Stockton narrates these events with as much skill as he does the less exciting ones of every-day life. (Charles Scribner's Sons, New York.)

Translations of the *Poems of Johanna Ambrosius*, a remarkable German woman, have been made by Mary J. Safford, and these, together with the introduction and the sketch of her life make a volume of nearly two hundred and fifty pages. As in the case of Burns, poverty and hard daily toil could not stifle her genius. Johanna is a poor peasant woman who has worked in the fields all her life and had no education and no reading matter except the newspapers and the Bible. But what opportunities she had she improved. From her lowly lot she learned resignation, which is nobly embodied in her poems. The empress of Germany has interested herself in Johanna, and has aided in the subscription which enabled the poor woman to cease working in the fields. Her poems were so popular that in a few months they passed through twenty-six editions. American readers will appreciate these offerings from her pen; and will be interested in her future work, which will be done under more favorable circumstances. (Roberts Brothers, Boston. \$1.50.)

Not Without Honor, by William D. Moffat, is a story that will stimulate the literary aspirations of boys. Pen Ray, a youth living within a short distance of New York, getting tired of his native village, tries his fortunes in the metropolis. He becomes an assistant to a *Herald* editor, tries his hand at newspaper "stories," dramatic criticism, and play writing, and has a good degree of success. The incidents are varied and interesting. (Arnold & Co., Philadelphia.)

In *Nephel*, the author, Francis William Bourdillon, has used his musical knowledge in a skilful way to aid in the development of an interesting romance. He makes one appreciate the peculiar sensitiveness of musicians to the impressions of sound and to the influences communicable through the manipulation of their instruments. (New Amsterdam Book Co., New York. \$1.00.)

The trials and triumphs of a young woman art student are narrated in L. T. Meade's story of *Catalina*. It will not only engage the interest of young ladies who have artistic aspirations, but of others who admire persistence, industry, and honesty, as illustrated in the heroine. The eight illustrations are by W. Boucher. (J. B. Lippincott Co., Philadelphia.)

The Black Tor, by George Manville Fenn, is a story of war and adventure of the time of James I. Young readers will follow the career of the youths who figure in this story with pleasure, as the events follow each other so naturally and are presented with dramatic force. There are eight illustrations by W. S. Stacey. (J. B. Lippincott Co., Philadelphia. \$1.50.)

The general opinion seems to be that J. M. Barrie has done no better work, and that is saying a great deal, than is contained in *Sentimental Tommy*. From the time we meet Tommy, an urchin of five in sexless garments on a dirty London stair to the end of his boyhood, we follow him with breathless attention. To say that it is true to nature and that its humor and pathos are of the rarest kind, only faintly expresses its charm. It is one of the greatest stories of recent years. (Charles Scribner's Sons. 12mo. \$1.50.)

The numbers of *St. Nicholas* for the past year, bound up in two parts, contain more than a thousand pages in all, and more than seven hundred pictures. Four complete, richly illustrated serial stories are "The Swordmaker's Son," by W. O. Stoddard; "The Prize Cup," by J. T. Trowbridge; "Teddy and Carrots," by James Otis; and "Sindbad, Smith & Co." by Albert Stearns. Besides these there are scores of stories, sketches, and poems that make special appeal to boys and girls. Sarah Orne Jewett gives

a glimpse of the Christmas customs of another land, and of life in a famous country-house in "Betty Leicester's English Christmas." "How a Street Car Came in a Stccking," and "Christmas White Elephant," are two other stories of the holiday that is sacred to childhood. Besides these are many instructive and entertaining papers, stories about people and animals, tales of adventure, fairy tales, and other attractive features. There could be nothing in the way of reading matter more fascinating for the intelligent boy or girl than the pages of *St. Nicholas*. (The Century Co., New York. \$2.00.)

Julia Magruder maintains her reputation as a graceful and pleasing writer by her latest story, *The Violet*. This is a story of home life and society in which the master passion plays the leading part. The sentiment is so pure and wholesome that the book will appeal to those of educated and refined taste. It has illustrations by Charles Dana Gibson. (Longmans, Green & Co., New York.)

Julian Ralph is a trained observer who always finds in his travels something interesting to write about. Those who have read his books can imagine with what a charm he has described Chinese life in his latest volume *Alone in China*. In the autumn and winter of 1894 he visited China, at the request of the editor of *Harper's Magazine* in order to see and learn what he could of the fellow-countrymen of those strange, silent, dogged workmen, now to be found in almost every town and village of the United States, who pass to and fro before our eyes, day after day and year in and out, and yet remain strangers, vaguely comprehended, almost mysterious." He went to Central China, and there studied the ways of the people. It is therefore probable that he found the Celestial as near his native condition—as unchanged by foreign influences—as any traveler ever did. In sketches and short tales and romances he has presented what he heard and saw. Too much cannot be said in praise of the illustrations by C. D. Weldon. (Harper & Brothers, New York.)

After giving the children the blue, red, green, and yellow fairy books, Andrew Lang has prepared for the children a book about the animals that are the companions of children and fairies. This is *The Animal Story Book*. These stories of dogs, cats, lions, elephants, birds, etc., are mostly true, and are as absorbing as any fiction. The book has numerous illustrations by H. J. Ford. (Longmans, Green & Co., New York. \$2.00)

An attractive book for the holidays, and one of real educational value also, is the *Rhymes of the States*, by Garrett Newkirk, illustrated by Harry Fenn. Dr. Newkirk has put into verse the important facts concerning the various states of the Union, their great features of natural scenery, their products and leading manufactures, and often facts concerning their settlement, etc. It is not a mere dry enumeration, for the jingle of the verse will impress the salient features of the different states upon the memory of the reader. Mr. Fenn's illustrations will also aid the memory, for he shows the likeness of the outlines of the states to familiar objects—Indiana to the head of an Indian with a head-dress of

eagle feathers, and New Mexico to an adobe house, for instance. There is also a page containing silhouettes of the states all drawn to the same scale,—showing the relative sizes,—and one showing the rank of the several states and territories according to products and industries. (The Century Co., New York. \$1.00.)

It is said of W. Clark Russell that he is the only novelist since Dana who has written of the sea from intimate personal acquaintance, but Cooper should not be forgotten. Russell, it may be said, carries in his head enough pictures of the sea to make his stories very realistic. He works very carefully, having his stories all planned out and thought out before he writes a chapter. The same graphic description, well constructed plot, and lively dialogue are found in the latest story, *The Copsford Mystery*, as in the previous ones. The volume is handsomely illustrated and bound in cloth with an artistic cover design (New Amsterdam Book Co., New York. Paper, 50 cents; cloth, \$1.50.)

Swept out to Sea, by David Ker, is a story that opens in the Shetland isles, after which the reader is carried across the sea to many strange lands. It is a tale of adventure of more than ordinary merit. The six illustrations are by J. Ayton Symington. (J. B. Lippincott, Philadelphia. \$1.50.)

Rhymes and pictures such as the little ones will delight in are found in the holiday art book, *Little Men and Maids*. The pages are nine by eleven inches, the paper of thick, extra quality, and the printing the best. The book has numerous full-page color plates of the paintings in water-colors by Frances Brundage, and decorative borders and other designs together with new stories and verses by Elizabeth S. Tucker. (Frederick A. Stokes Co., New York. \$1.25.)

A life of Christ in the form of a story has been written by John Gordon in *Three Children of Galilee*. The children, Meriam, Alexander, and Titus, travel over most of the territory visited by the Master and witness many of the remarkable acts He performed. The manners and customs of that time and the scenery are described. The book is beautifully illustrated, many of the illustrations being copies of paintings by the greatest of the world's artists. (Joseph Knight Co., Boston.)

Christine's Career, a story for girls, by Pauline King, is one in which the reader becomes acquainted with a number of bright children and their doings. First one is given a glimpse of French life and then of life in Boston. The young heroine, *Christine*, captures the heart at once. The story cannot fail to become popular among young people. (D. Appleton & Co., New York.)

A book of seven sketches by H. C. Bunner, to which the title is given by the first one *Live in Old Clothes*, contains some of the best work of that lamented author. In the first one he chronicles an episode of the past in the quaint language, with the peculiar spelling and punctuation of the last century. If any of our readers think this is an easy thing to do, let them try it and see. The other tales have a more modern dress, but a full measure of the mellow humor and the pathos of this master's story teller. The illustrations are by A. Castaigne, W. T. Smedley, and Orson Lowell. (Charles Scribner's Sons, New York. 12mo, \$1.50.)

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Literary Notes.

Dr. S. Weir Mitchell, the author of "Hugh Wynne, Free Quaker," the novel of the American Revolution now just beginning in *The Century*, is a well-known physician of Philadelphia who is becoming as famous in literature as he has been for many years in his own profession. He was born in Philadelphia in 1829, and he has practiced in that city for many years, making a specialty of nervous diseases.

The Little Minister, J. M. Barrie's novel, which has had a large sale and a delighted audience in the United States, is soon to be produced on the stage, in New York. *The Little Minister* is a great book and will doubtless prove a most successful play.

Henry T. Coates & Co. will soon issue *Pennsylvania Colony and Commonwealth*, by Sydney George Fisher. Mr. Fisher's previous volume "The Making of Pennsylvania," gave a full account of the numerous nationalities and religions which made up the population of the state. It remained for him to bring out the present volume giving the general history of the state as a whole. It is a chronological narrative from the beginning, giving the social and political history, the history which shows the growth of civil and constitutional liberty, the gradual formation of a colony into a commonwealth and the adventures and trials through which it passed.

The articles which ex-President Harrison has been contributing to *The Ladies' Home Journal* upon the Constitution and Government of the United States, are to be issued in permanent form, and offered as a text-book for schools and colleges. There is now no volume on this important subject suitable for such a purpose, and there is no man living so capable of preparing one as General Harrison.—*Chicago Record*.

How many men have lost their temper chasing the elusive collar button! An inventor has at last taken pity on his fellow-men and devised a collar button that many have declared to be perfect. It is called the Genuine Benedict and it is sold by Benedict Brothers, Broadway and Cortlandt street, New York. As fine a display of diamonds, rubies, emeralds, sapphires, and opals, mounted in fancy brooches such as butterflies and wasps, finger rings, of all kinds, scarf pins, and other articles of endless variety may be seen in the stock of this old and reliable jewelry house as anywhere in the city. "Benedict's Time" has stood for more than three generations as synonymous for all that is good in watches.

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placed in the hands of a commission of experts for settlement. Charles, tell about the tariff.

Charles.—The president thinks that if the present tariff is given a fair chance it will yield sufficient revenue. For the fiscal year ending June 10, 1896, imports increased \$6,500,000 over the previous year, exports increased \$70,000,000, while the revenue from tariff was nearly \$8,000,000 greater than the year before. There was a deficit of \$25,000,000, but to balance this there is a gold reserve of \$100,000,000 and a further surplus of more than \$128,000,000.

T.—Some claim that the deficit and the fact that \$162,000,000 million in bonds have been issued indicate that further tariff legislation is necessary. The president's words show that he would veto anything in the way of higher tariff; in regard to tariff legislation he is master of the situation until after March 4. What other matter does he treat, William?

William.—Fortifications are being built rapidly. Ships are being added to the navy. Indians should be protected from liquor-dealers by a prohibitory law. Civil service rules now cover nearly all positions except fourth class postmasters. The postal department should not carry so much second-class matter at a loss, thereby leaving more money with which to provide better facilities for first-class matter. The remedy for trusts is state legislation.

T.—You see how varied and intricate are the questions that come before the president and his cabinet. Is it a wonder they make mistakes sometimes? Americans have the glorious privilege of criticising, and I am glad that it is so. In Europe, free opinion, through the press, is either partly or wholly suppressed. This is a government of the people and the soundest ideas on great questions, through free discussion, must in the end prevail.

Lessons in Percentage.

(Condensed stenographic report of lessons given by Prof. A. B. Guilford, Jersey City.)

1. Review of previous work.

From this place to the door is what? "A distance."

What am I doing? (Teacher, walks to door counting steps as he proceeds.) "You are measuring the distance."

With what am I measuring? "With steps."

Give me the result of the measuring. "It is six steps from you to the door."

What have I represented on the board? (twelve dots.) "The number twelve."

What am I doing with this number? (Marking off in twos.) "You are measuring it."

What measure am I using? "The number two."

What is the result of my measuring? "The measure is used six times to measure twelve."

Can you think of anything else that may be measured? "Time may be measured."

What is time? "It is a duration."

With what may time be measured? "With another time or duration."

What is the result of measuring one time with another time? "A finding of how many of one duration there are in another duration."

Compare, in each of these measurings, the thing measured with the measure used regarding kind. "The measure is of the same kind as that which is measured."

In arithmetic we have certain names that we use when measuring. Think of the illustration that we used. Describe the number twelve. "It was the number measured."

We call it the dividend. You may define. "The dividend is the number measured."

Describe the number two. "It is the measure used to measure the dividend."

We call this the divisor. Define the divisor. "The divisor is the number used to measure the dividend."

Describe six. "It shows the number of divisors in the dividend."

We call this the quotient. Define the quotient. "The quotient shows how many of the measures there are in the number measured—how many divisors there are in the dividend."

Divide twelve by two. Compare the measure in this case with the number measured, regarding size. "The measure is smaller than the number measured."

Compare the quotient with one. "The quotient is more than one."

If you measure two with twelve as a measure what will the quotient be? "The measure will be used one-sixth of one time."

Compare the size of the dividend and divisor in this case. "The divisor is larger than the dividend."

Compare the quotient with one. "The quotient is less than one."

Make a general statement drawn from the last two illustrations. "If the dividend is larger than the divisor the quotient will be more than one; if the dividend is less than the divisor, the quotient will be less than one."

There are several ways of expressing relations sustained by dividend, divisor, and quotient. They are given below.

$$2)12 \quad 12 \div 2 = 6 \quad 12 = 6 \quad 2)12(6.$$

It is necessary that pupils understand each and all of these ways of expressing the idea of measuring.

Beginning Mensuration. IV.

Lessons given by Mr. CHARLES E. ROSENTHAL, fourth assistant in Grammar School No. 20, New York City. Reported by himself.

What will it cost to paper the walls and ceiling of a room 22 ft. long, 18 ft. wide, 12 ft. high, with American paper 8 yds. long and $\frac{1}{2}$ yd. wide, making an allowance of 2 feet for baseboard, and making deductions for 2 windows, each 6x3 ft. and one door 8x4 ft., at \$40 a roll?

(Fig. 10, represents this room.)

How long is wall ABCD.—Rothman? "It is 22 ft. long."

How high? "12 ft. high."

By what kind of a figure will you represent this wall? "By a rectangle." Do so on the board taking one inch to a foot.

How about the other walls—how will you represent them?

"By rectangles, joining one with the other."

Complete your long rectangle,

How long is this rectangle? "It is 80 ft. long."

Or how many yds long? "264 yds."

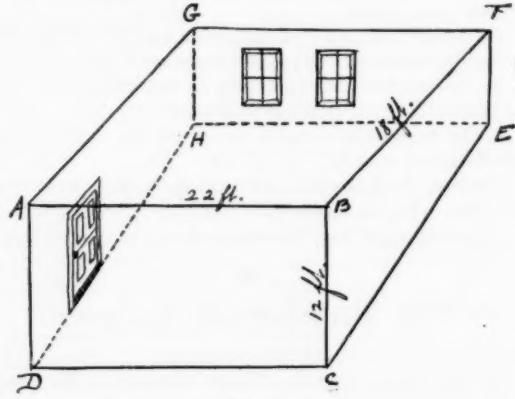


FIG. 10.

And how high? "12 feet high." (See Fig. 11.)

How wide is each roll of paper? "It is $\frac{1}{2}$ yd. wide."

How many times is the width of this roll of paper (holding it up) contained in the entire length of the four walls? (Answer, not satisfactory.)

I require the boy to draw a line on the board one yard long, and requested him to ascertain the number of times the width of the roll was contained in the one yard. He answered readily two widths.

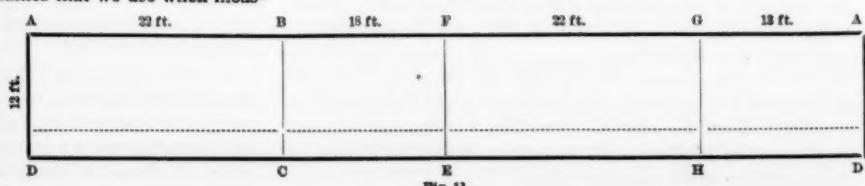


Fig. 11.

In two yards how many widths? "Four widths."
 In four yards? "Eight widths."
 In twenty yards? "Forty widths."
 In twenty-six yards? "Fifty-two widths."
 In $26\frac{1}{2}$ yards? (Answer, unsatisfactory.)
 In one yd., how many widths? "Two widths."
 If it takes two widths for one yard, then for $\frac{1}{2}$ of a yd., how many widths will it take? "It will take $\frac{1}{2}$ of a width = $\frac{1}{2}$ widths."
 Then in $26\frac{1}{2}$ yds., how many widths? "53 widths."
 Can you buy $\frac{1}{2}$ of a width? "I cannot."
 What will you do? "I shall take one whole width."
 But a whole width will be too much? " $\frac{1}{2}$ of the width will be wasted."

Then how many widths are you obliged to take? "54 widths."
 Read the problem. (Reads). You read that two feet were to be allowed for the base board. (On the diagram I required the boy to represent this base board by a dotted line. See Fig. 11.)

This baseboard cuts off a part of what dimension.—Unger? "It cuts off a part of the height."

How much of the height will be papered? "Ten feet."
 Will the paper hanger, in cutting from the roll, cut off 12 feet for each strip? "He will cut off 10 feet for each strip."

If each strip must be 10 feet, how many strips can be cut from a roll which is 8 yds. or 24 feet long? "He can cut 2 $\frac{1}{2}$ strips."
 Will he paste $\frac{1}{2}$ of a strip on the wall? "No, he will not."

What will he do with the $\frac{1}{2}$ of a strip? "He will throw it aside."

How many strips can actually be cut out of every roll? "Two strips."

How many widths or strips did we find it would take for the walls—Minkow? "54 widths or strips."

How many strips can you get from one roll? "Two strips."
 Since one roll is required for two strips, how many rolls will be required for 54 strips? "27 rolls will be required."

We shall now consider the ceiling. As there is very little loss through waste, either in matching or covering corners, I think both methods,—the method by area and the method by strips—will give the same results.

How may we represent the ceiling,—Anderson? "By a rectangle."

How long is the ceiling? "22 ft. long." How wide is it? "18 ft. wide." Represent this rectangle on the board.

How many yds. in 18 ft.? "6 yds."
 If the wall paper is $\frac{1}{2}$ yd. wide, how many widths or strips will it take to cover the ceiling? "Twelve widths or strips."

How long will each strip have to be? "22 ft. long."
 If each strip must be 22 feet long, then how long must twelve strips be? "264 feet."

How many feet in one roll? "24 feet in one roll."
 For 264 feet, how many rolls of paper? "11 rolls will be needed."

If there were no windows and no door, 27 rolls would be required for the walls. (See Fig. 10.) We have two windows and one door, and we are compelled to make allowances for them

How high is each window? "Six feet."
 How wide? "Three feet wide."

What is the area of the space occupied by one window? "18 square feet."

And of the space occupied by two? "36 square feet."
 How high is the door? "Eight feet high."

How wide? "Four feet wide."
 What is the area of the space occupied by this door? "32 square feet."

What is the total area of spaces occupied by windows and door? "The total area is 68 square feet."

How many square yds. in 68 square feet? "7 $\frac{1}{2}$ square yards in 68 square feet."

How long is a roll of paper,—Patterson? "8 yards long."
 How wide? " $\frac{1}{2}$ yard wide."

What is the area of its surface? "Its area is 4 square yards."

Since it takes 4 square yards for one roll of paper, then for 7 $\frac{1}{2}$ square yards, how many rolls will it take to cover this space? "It will take 1 $\frac{1}{2}$ rolls."

What will you do with the 1 $\frac{1}{2}$ rolls? "Deduct them from the number of rolls required for the walls."

After deducting the 1 $\frac{1}{2}$ rolls, how many rolls do you find it will actually take to cover the walls? "It will take 25 $\frac{1}{2}$ rolls."

Can you buy $\frac{1}{2}$ of a roll? "I cannot; I shall be obliged to buy a whole roll."

Then how many rolls will you buy for the walls? "I shall buy 26 rolls."

How many rolls for the ceiling? "11 rolls."
 Then for the walls and ceiling how many rolls? "37 rolls."
 At \$40 a roll what will 37 rolls cost? "\$14.80."

SCHOOL-ROOM DECORATION.

(CONTINUED FROM LAST WEEK.)

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GENERAL ART CULTURE.

Casts.

Maiden of Lille (bust) attributed to	Raphael
Chariot of Diomedes.	
Water Nymph (jar on shoulder)	Goujon
Longfellow (bust).	
Panel of Gothic-leaf ornament.	

Pictures.

Artists for Special Study:	End of Labor	Breton
Rosa Bonheur.	Horse Fair	Rosa Bonheur
Jules Breton.	Ploughing	" "
	Norman Sire	" "
	Noble Charger	" "
	Humble Servant	" "
	Pharaoh's Horses	Herring
	Society of Friends	" "
	Three Members of a Temperance Society	" "
	Thoroughbred	Hardy
	Chariot of the Biga—photograph	Capitol Museum
	Shoeing of the Horse	Landseer
	Stories of Olden Times	Hiddemann
	St. Cecilia	Raphael or Hoffman
	Nydia	Max
	Hope	Burne Jones
	Iris (colored)	E. F. Parker
	Jack in-the-Pulpit	" "
	Tulip	" "
	Indian Corn and Apples	A. C. Nowell

LITERATURE.

Longfellow.	Portrait of Longfellow.
	Old Craigie House, Cambridge.
	Poets' Corner, Westminster Abbey.
	Old Stone Mill, Newport.
	Belfry of Bruges, Brussels.
	Evangeline. Boughton, Faed or Douglass
	Grand Pre: Home of Evangeline, Nova Scotia.

Irving.	Portrait of Washington Irving.
	"Sunnyside"—Tarrytown.
	Red Horse Inn—Irving's room, Stratford-on-Avon.
	Joseph Jefferson as Rip Van Winkle.

HISTORY.

Historical Reading: Eggleston's Primary History, of U. S., etc.	Portrait of Washington.
	Portrait of Franklin.
	Washington's Home at Mt. Vernon.
	Washington's Monument.
	Washington Crossing the Delaware.
	Washington at Trenton.
	Independence Hall, Philadelphia.
	Old Liberty Bell, Philadelphia.
	Photograph of Statue of Nathan Hale.
	Photograph of Statue of Franklin, Electrical Building, World's Fair.

GEOGRAPHY.

South America, Europe, Asia, Africa, Australia.	Public Square, Montevideo.
	Street Scene in Lima.
	Santiago Houses of Congress.
	London Bridge.
	Grand Canal, Venice
	Ducal Palace and Campanile, Venice.
	Challenge on the Snow
	Windsor Castle.
	Houses of Parliament, London.
	On the Coast near Scheveningen
	Market Place, Amsterdam.
	Dutch Girl with Cat, Hoecker.
	Hardanger Fjord.
	Rosendale or Schottze Cologne with Bridge of Boats.
	Theirgarten, Berlin.
	Nikko Temple, Japan.
	Palm Forest, Egypt.
	Study of an Arab (colored).
	Street Scene in Cairo.
	An Ostrich Farm, Australia.

HISTORIC ART.

Gothic Style.
 Amiens Cathedral, France.
 Notre Dame Cathedral, Paris.
 St. Ouen Cathedral, Rouen.
 Cologne Cathedral, Germany.
 Lincoln Cathedral, England.
 York Minster, England.
 Westminster Abbey, London.
 Old Trinity Church, New York.
 St. Patrick's Cathedral, New York.
 Trinity Church, New Haven.
 Christ Church, Broadway, New Haven.

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GENERAL ART CULTURE.

Casts.

Ariadne the Deserted from the Vatican
 Athene (bust).
 St. Cecilia (relief)
 Walking Lion (relief)
 Lion of Lucerne
 Panel of Egyptian Lotus.

Pictures.

Artists for Special Study:
 F. S. Church.
 Geo. Boughton.
 The Angelus
 Temperance
 The Young Shepherdess
 End of the Harvest
 Return of the Reapers
 Day in Autumn (colored)
 Pandora's Box
 Una and the Lion
 Knowledge is Power
 The Viking's Daughter
 Lions at Home
 An Old Monarch
 Lioness at Home
 Bronze Lion—Berlin
 Napoleon and the Sphinx
 Arbutus (colored)
 Nasturtiums
 Clover
 Daffodils

Millet
 Burne Jones
 Munier
 Wetherbee
 Minet
 Harlow
 F. S. Church
 " "
 " "
 " "
 Rosa Bonheur
 " "
 Douglass
 Wolf
 Gerome
 Maud Stumm

LITERATURE.

Whittier.
 Portrait of Whittier.
 Home of Whittier, Oak Knoll, Danvers.
 Home of Whittier—Amesbury.
 Barefoot Boy.

Emerson.
 Portrait of Emerson.
 Emerson House—Concord.

Dickens.
 Portrait of Dickens.
 Gads Hill—Home of Dickens.
 Old Curiosity Shop—London.

HISTORY.

Historical Reading: Eggleston's History of U. S.
 Bunker Hill and Monument.
 Boston Common and Frog Pond.
 Old South Church, Boston.
 Washington Elm, Cambridge.
 Washington Monument.

GEOGRAPHY.

The New World.
 Ice Palace—Montreal.
 Lachine Rapids, St. Lawrence River.
 Falls of Montmorenci.
 View of Quebec.
 Harper's Ferry, Virginia.
 Delaware Water Gap.
 Tropical Scene in Florida.
 Garden of the Gods and Pike's Peak.
 Old Faithful Geyser—Yellowstone Park.
 Mt. St. Elias.
 Muir Glacier, Alaska.
 Ranchita. A Mexican Home.
 View on the Amazon.
 Rio Janeiro Harbor.

Bridge between Santiago and Valparaiso.
 Native Village on Panama Railroad.
 Coffee Plantation, Brazil.
 Ruins of Aztec Temple, Yucatan.

HISTORIC ART.

Egyptian.
 View of Pyramids of Gizeh.
 View of Sphinx and Pyramids.
 View of Obelisk, "Cleopatra's Needle."
 View of Temple of Karnak, the Propylon.
 View of Temple of Karnak, Columns of the Great Hall.

View of Colossi of Memnon.
 View of Edson Temple.

View of Temple of Ipsamboul.
 View of Isle of Philae and Pharaoh's Bed.

View of Gateway, Grove St. Cemetery, New Haven.

Assyrian.
 View of Restoration of Palace of King Sargon, Khorsabad, Assyria.

Relief, Winged Bull, Nimroud.

Seventh Year.

"The influence of a picture is beyond human calculation. It is like the kind word fitly spoken—it can never die."

GENERAL ART CULTURE.

Casts.

Victory, untying Sandal
 Hermes (bust).
 Panels, Partbenon Frieze
 Scott (bust).
 Panels of Anthemion ornament.

Pictures.

Artists for Special Study:
 Corot.
 Inness.
 Winslow Homer.
 Queen Louise
 Pandora
 Atalanta's Race
 Reading from Homer
 The Golden Stairs
 A Morning Landscape
 Villa d'Avray
 Paysage
 Landscapes
 Eight Bells
 Man in Boat Fishing
 La Nuit
 Morning in Venice
 Scotland Forever
 Jeanne d'Arc
 Photo of Statue of Joan the Shepherdess
 Museum, Luxembourg

Wild Rose (colored)
 Dogwood
 Cosmos
 Trumpet Flower

E. F. Parker

Geo. Inness

Winslow Homer

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Mesdag

Ross Turner

Thompson

Le Page

Richter

Sichel

Poynter

Alma Tadema

Burne Jones

Corot

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The Old World	Mt. St. Michaels, France.	The Vintage Festival	Alma Tadema
	Zaandem—windmill and canal.	Harvest Moon	Mason
	Watch Tower on the Rhine.	Breaking Home Ties	Hovenden
	Venice	Purple Lilacs (colored)	Longpré
	The Rialto, Venice.	Magnolia,	
	Sunset at Capri	Thistle,	
	The Impressed Team	Lady Slipper,	
	Constantinople and the Bosphorus.		LITERATURE.
	Swartisen Glacier, Norway.		
	River with House Boats, Canton, China.	Holmes:	Portrait of O. W. Holmes.
Greek.	Halt on the Oasis	Goldsmith	Holmes House, Cambridge.
	Distant View of the Himalayas.	Tennyson.	Portrait of Goldsmith.
	Mikado's Palace and Garden, Kioto, Japan.	Shakespeare.	Portrait of Tennyson.
			House of Tennyson—Isle of Wight.
			‘The Holy Grail’ Frieze in Boston Public Library, by Abbey.
			Portrait of Shakespeare.
			Photograph—Bust of Shakespeare in Stratford-on-Avon and Home of Shakespeare.
			Anne Hathaway's Cottage.
			HISTORY.
			Portrait of Lincoln
Eighth Year.	View of Acropolis and Parthenon.	Civil War.	Marshall
	“ “ “ Temple of Jupiter.	Reconstruction.	Photograph—Statue of Lincoln
	“ Parthenon, Doric Order.	Review.	St. Gaudens
	“ Temple of Theseus, Doric Order.		Portrait of Grant
	“ Erechtheum and Caryatid Porch,		Marshall
	Ionic Order		Prisoners to the Front
	“ Temple of Wingless Victory,		Winslow Homer
	Ionic Order		In the Hands of the Enemy
	“ Choragic Monument of Lysicrates,		Hovenden
	Corinthian Order.		Soldier's Dream
GENERAL ART CULTURE.	Old State House, New Haven Green.	Gladstone.	Portrait of Gladstone.
	Portico Sheffield Physical Laboratory (old		Portrait of Gladstone with his Grandchildren.
	Sheffield residence), designed by Ithiel Towne.		Hawarden Castle—Home of Gladstone.
	Photo of Statue of Mars.		GEOGRAPHY.
	“ “ Athene.		Golden Gate, San Francisco.
	“ “ Melpomene.		New York from the Bay
	“ Winged Victory.		Edward Moran
	“ Bust of Zeus.		Venice
	“ Hera.		Approach to Venice
	“ Athena.		Appian Way, Rome.
Artists for Special Study:	“ Apollo.		Castle of St. Angelo and the Tiber.
	“ “ Hermes.		Norwegian Wedding Party.
			Buda Pesth—Palace and Bridge.
			Champs Élysées, Paris.
			Eiffel Tower, “
			Heidelberg Castle, Germany.
			Schaffhausen—Falls of the Rhine.
			The Matterhorn, Switzerland.
			Fish Market, Bergen.
			Market Place, Nuremberg.
Edw. Moran.	Orpheus, Eurydice and Hermes (relief).		Liverpool from the Mersey.
	Alexandrian Procession		Fujiyama, Japan.
	Heads from Trajan Column.		Buddhist Tower, Benares, India.
	Julius Caesar (bust).		Imperial Courier
	Lincoln (bust).		Schreyer
	Panel of Roman Acanthus Scroll.		HISTORIC ART.
			View of Colosseum.
			“ Pantheon.
			“ Forum.
			“ Arch of Constantine.
Turner.	Pictures.		Relief from Arch of Marcus Aurelius.
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 " " Mercury seated.
 " Bust of Antinous.

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Supplementary.

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 St. Paul's, London.
 Ch. St John Lateran, Rome.
 Ch. Salute, Venice.
 Pantheon, Paris.
 Palace of Louvre, Paris.
 Versailles, Paris.
 Opera House, Paris.
 The Invalides, Paris.
 Heidelberg Castle, Germany.
 Theatre, Berlin.

Books.

In a spicy book of adventure Frank R. Stockton tells of the adventures of *Captain Chap* and his friends. These include exciting trips at sea, hunting adventures, meeting with Indians, etc. Mr. Stockton has contrived to make these very realistic; if the events never happened, the boys will all say they might have happened. The illustrations were furnished by Charles H. Stephens. (J. B. Lippincott Co., Philadelphia. \$1.50.)

The Facts of Life is the title of a book to teach the French language. This part considers Home Life—the School—Traveling—and Plants. The authors are Victor Betis and Howard Swan. It is in reality a dictionary, but the meaning of words is gained by their use in sentences. Price, 80 cents. (Imported by Charles Scribner's Sons.)

The sixth volume of the stories of the creators of American liberty, by Hezekiah Butterworth, bears the title of the *Wampum Belt*. In this series he has endeavored to teach history by fiction founded on notable incidents in the lives of the heroes. The wampum belt that figures in this story is the one delivered by the Lenape Indians on the Delaware to William Penn, at the great treaty made under the elm tree at Shackamaxon, in 1682. The author makes prominent the noble dealings of Penn with the Indians and the no less noble actions on their part in observing the treaty. The leading incidents in the story are founded on truth or on historic inferences or suggestions. The illustrations are by H. Winthrop Peirce. (D. Appleton & Co., New York.)

The Log of a Privateersman, by Harry Collingwood, is a story that contains adventures enough for the most romance loving youth. The story opens in 1804 when by reason of war the commerce of France, Spain, and Holland became the prey of British privateers. The young hero of the story participates in fierce fights, daring captures, and other adventures incident to such a wild, free life. The book has twelve illustrations by W. Rainey, R. I. (Charles Scribner's Sons, New York.)

In the stories of Thomas Nelson Page can be enjoyed the flavor of old Virginia life as in the works of no other writer. Their exquisite humor and pathos, their truthfulness to life, and their dramatic power give them front rank among dialect tales. In previous years we have had several of these stories, each in a handsome holiday volume. Now we have these issued in one book. The volume contains "Marse Chan: A Tale of Old Virginia," "Unc' Edinburg: A Plantation Echo," "Meh Lady: A Story of the War," "Ole 'Stracted," "No Haid Pawn," and "Polly: A Christmas Recollection." The illustrations are by such well known artists as W. T. Smedley, B. W. Clinedinst, C. S. Reinhart, A. B. Frost, Howard Pyle, and A. Castaigne. The book has large type, wide margins, rough edges, gilt top, and beautiful cloth binding with elegant cover design. (Charles Scribner's Sons, New York.)

The Rogue's March, by E. W. Hornung, is a story which takes American readers into a field that is comparatively new to them. The scene is mostly in Australia, and there is an abundance of thrilling incidents and daring adventures. The greatly wronged hero of the story is finally restored to his friends and his character vindicated. (Charles Scribner's Sons, New York. 12mo, cloth, \$1.50.)

A Tragic Idyl, by Paul Bourget, is French in scene, character, and spirit. It paints, with much picturesqueness and power, people who are not above reproach morally, and in rather plain words. It is intensely emotional—dramatic. (Charles Scribner's Sons, New York.)

A well-known character of Mr. Frank R. Stockton's has been brought forward again in his latest story of *Mrs. Cliff's Yacht*. That amiable lady having been made immensely wealthy, it devolves upon the author to devise some way for her to spend it and it is not difficult for one of his resources to find it. In the course of events she purchases a yacht, which she calls the *Summer Shelter*, then she invites the clerical members of a synod of her denomination to join her in a trip to the West Indies, but a telegram changes the plan, and the yacht and its passengers—clergymen and all—are whirled off into exciting adventures with lawless men in which they all bear their part courageously. Mr. Stockton narrates these events with as much skill as he does the less exciting ones of every-day life. (Charles Scribner's Sons, New York.)

Translations of the *Poems of Johanna Ambrosius*, a remarkable German woman, have been made by Mary J. Safford, and these, together with the introduction and the sketch of her life make a volume of nearly two hundred and fifty pages. As in the case of Burns, poverty and hard daily toil could not stifle her genius. Johanna is a poor peasant woman who has worked in the fields all her life and had no education and no reading matter except the newspapers and the Bible. But what opportunities she had she improved. From her lowly lot she learned resignation, which is nobly embodied in her poems. The empress of Germany has interested herself in Johanna, and has aided in the subscription which enabled the poor woman to cease working in the fields. Her poems were so popular that in a few months they passed through twenty-six editions. American readers will appreciate these offerings from her pen; and will be interested in her future work, which will be done under more favorable circumstances. (Roberts Brothers, Boston. \$1.50.)

Not Without Honor, by William D. Moffat, is a story that will stimulate the literary aspirations of boys. Pen Ray, a youth living within a short distance of New York, getting tired of his native village, tries his fortunes in the metropolis. He becomes an assistant to a *Herald* editor, tries his hand at newspaper "stories," dramatic criticism, and play writing, and has a good degree of success. The incidents are varied and interesting. (Arnold & Co., Philadelphia.)

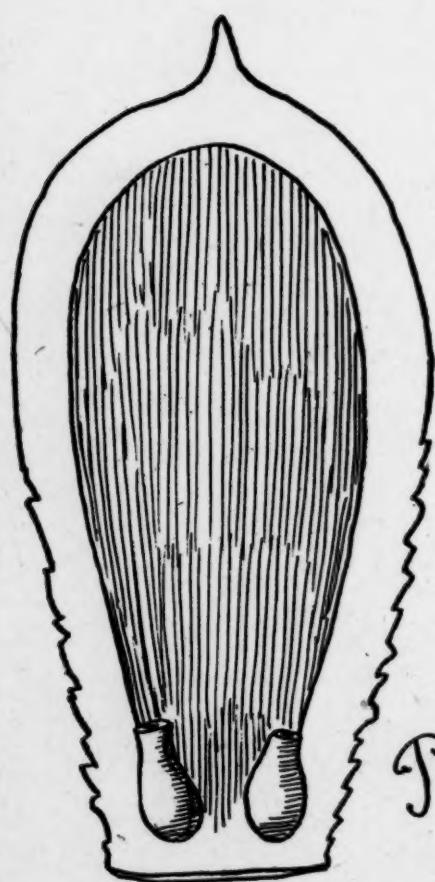
In *Nephelle*, the author, Francis William Bourdillon, has used his musical knowledge in a skilful way to aid in the development of an interesting romance. He makes one appreciate the peculiar sensitiveness of musicians to the impressions of sound and to the influences communicable through the manipulation of their instruments. (New Amsterdam Book Co., New York. \$1.00.)

The trials and triumphs of a young woman art student are narrated in L. T. Meade's story of *Catalina*. It will not only engage the interest of young ladies who have artistic aspirations, but of others who admire persistence, industry, and honesty, as illustrated in the heroine. The eight illustrations are by W. Boucher. (J. B. Lippincott Co., Philadelphia.)

The Black Tor, by George Manville Fenn, is a story of war and adventure of the time of James I. Young readers will follow the career of the youths who figure in this story with pleasure, as the events follow each other so naturally and are presented with dramatic force. There are eight illustrations by W. S. Stacey. (J. B. Lippincott Co., Philadelphia. \$1.50.)

The general opinion seems to be that J. M. Barrie has done no better work, and that is saying a great deal, than is contained in *Sentimental Tommy*. From the time we meet Tommy, an urchin of five in sexless garments on a dirty London stair to the end of his boyhood, we follow him with breathless attention. To say that it is true to nature and that its humor and pathos are of the rarest kind, only faintly expresses its charm. It is one of the greatest stories of recent years. (Charles Scribner's Sons. 12mo. \$1.50.)

The numbers of *St. Nicholas* for the past year, bound up in two parts, contain more than a thousand pages in all, and more than seven hundred pictures. Four complete, richly illustrated serial stories are "The Swordmaker's Son," by W. O. Stoddard; "The Prize Cup," by J. T. Trowbridge; "Teddy and Carrots," by James Otis; and "Sindbad, Smith & Co.," by Albert Stearns. Besides these there are scores of stories, sketches, and poems that make special appeal to boys and girls. Sarah Orne Jewett gives



Pistillate
Scale

Supplement to THE SCHOOL JOURNAL, December 19, 1896.

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December 19, 1896

THE SCHOOL JOURNAL.

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a glimpse of the Christmas customs of another land, and of life in a famous country-house in "Betty Leicester's English Christmas." "How a Street Car Came in a Stecking," and "Christmas White Elephant," are two other stories of the holiday that is sacred to childhood. Besides these are many instructive and entertaining papers, stories about people and animals, tales of adventure, fairy tales, and other attractive features. There could be nothing in the way of reading matter more fascinating for the intelligent boy or girl than the pages of *St. Nicholas*. (The Century Co., New York. \$2.00.)

Julia Magruder maintains her reputation as a graceful and pleasing writer by her latest story, *The Violet*. This is a story of home life and society in which the master passion plays the leading part. The sentiment is so pure and wholesome that the book will appeal to those of educated and refined taste. It has illustrations by Charles Dana Gibson. (Longmans, Green & Co., New York.)

Julian Ralph is a trained observer who always finds in his travels something interesting to write about. Those who have read his books can imagine with what a charm he has described Chinese life in his latest volume *Alone in China*. In the autumn and winter of 1894 he visited China, at the request of the editor of *Harper's Magazine* in order to see and learn what he could of the fellow-countrymen of those strange, silent, dogged workmen, now to be found in almost every town and village of the United States, who pass to and fro before our eyes, day after day and year in and out, and yet remain strangers, vaguely comprehended, almost mysterious." He went to Central China, and there studied the ways of the people. It is therefore probable that he found the Celestial as near his native condition—as unchanged by foreign influences—as any traveler ever did. In sketches and short tales and romances he has presented what he heard and saw. Too much cannot be said in praise of the illustrations by C. D. Weldon. (Harper & Brothers, New York.)

After giving the children the blue, red, green, and yellow fairy books, Andrew Lang has prepared for the children a book about the animals that are the companions of children and fairies. This is *The Animal Story Book*. These stories of dogs, cats, lions, elephants, birds, etc., are mostly true, and are as absorbing as any fiction. The book has numerous illustrations by H. J. Ford. (Longmans, Green & Co., New York. \$2.00)

An attractive book for the holidays, and one of real educational value also, is the *Rhymes of the States*, by Garrett Newkirk, illustrated by Harry Fenn. Dr. Newkirk has put into verse the important facts concerning the various states of the Union, their great features of natural scenery, their products and leading manufactures, and often facts concerning their settlement, etc. It is not a mere dry enumeration, for the jingle of the verse will impress the salient features of the different states upon the memory of the reader. Mr. Fenn's illustrations will also aid the memory, for he shows the likeness of the outlines of the states to familiar objects—Indiana to the head of an Indian with a head-dress of

eagle feathers, and New Mexico to an adobe house, for instance. There is also a page containing silhouettes of the states all drawn to the same scale,—showing the relative sizes,—and one showing the rank of the several states and territories according to products and industries. (The Century Co., New York. \$1.00.)

It is said of W. Clark Russell that he is the only novelist since Dana who has written of the sea from intimate personal acquaintance, but Cooper should not be forgotten. Russell, it may be said, carries in his head enough pictures of the sea to make his stories very realistic. He works very carefully, having his stories all planned out and thought out before he writes a chapter. The same graphic description, well constructed plot, and lively dialogue are found in the latest story, *The Copsford Mystery*, as in the previous ones. The volume is handsomely illustrated and bound in cloth with an artistic cover design (New Amsterdam Book Co., New York. Paper, 50 cents; cloth, \$1.50.)

Swept out to Sea, by David Ker, is a story that opens in the Shetland isles, after which the reader is carried across the sea to many strange lands. It is a tale of adventure of more than ordinary merit. The six illustrations are by J. Ayton Symington. (J. B. Lippincott, Philadelphia. \$1.50.)

Rhymes and pictures such as the little ones will delight in are found in the holiday art book, *Little Men and Maids*. The pages are nine by eleven inches, the paper of thick, extra quality, and the printing the best. The book has numerous full-page color plates of the paintings in water-colors by Frances Brundage, and decorative borders and other designs together with new stories and verses by Elizabeth S. Tucker. (Frederick A. Stokes Co., New York. \$1.25.)

A life of Christ in the form of a story has been written by John Gordon in *Three Children of Galilee*. The children, Meriam, Alexander, and Titus, travel over most of the territory visited by the Master and witness many of the remarkable acts He performed. The manners and customs of that time and the scenery are described. The book is beautifully illustrated, many of the illustrations being copies of paintings by the greatest of the world's artists. (Joseph Knight Co., Boston.)

Christine's Career, a story for girls, by Pauline King, is one in which the reader becomes acquainted with a number of bright children and their doings. First one is given a glimpse of French life and then of life in Boston. The young heroine, Christine, captures the heart at once. The story cannot fail to become popular among young people. (D. Appleton & Co., New York.)

A book of seven sketches by H. C. Bunner, to which the title is given by the first one *Love in Old Clothes*, contains some of the best work of that lamented author. In the first one he chronicles an episode of the past in the quaint language, with the peculiar spelling and punctuation of the last century. If any of our readers think this is an easy thing to do, let them try it and see. The other tales have a more modern dress, but a full measure of the mellow humor and the pathos of this master's story teller. The illustrations are by A. Castaigne, W. T. Smedley, and Orson Lowell. (Charles Scribner's Sons, New York. 12mo., \$1.50.)

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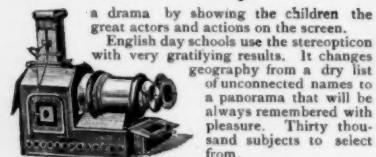


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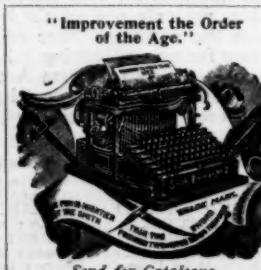
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